

Digitized by the Internet Archive in 2016 with funding from University of Alberta Libraries

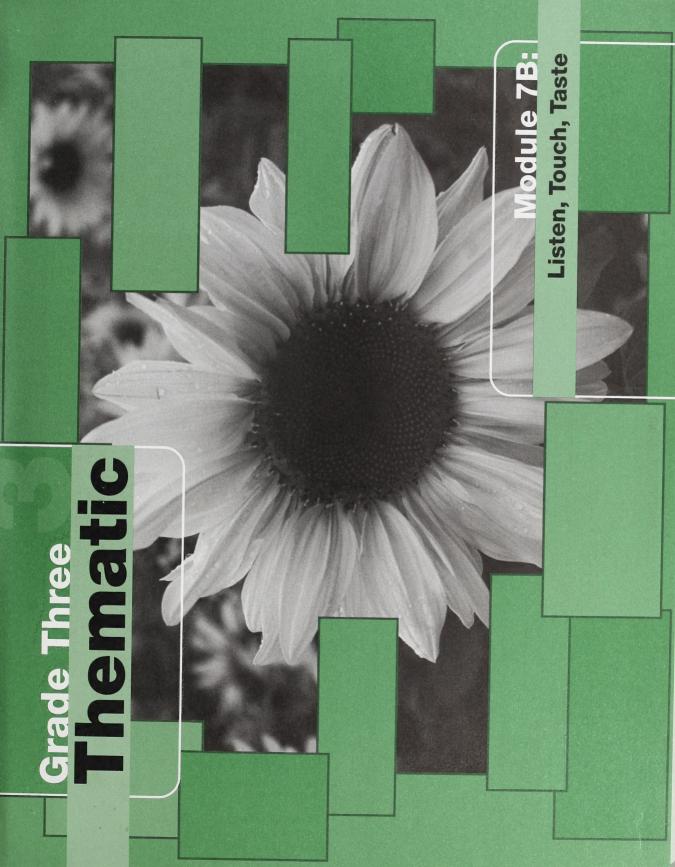


IMAGE CREDITS

All images in this courseware were created by or for Alberta Education unless noted below or in subsequent lesson Image Credits

Appendix title page: Photodisc/Getty Images Cover: Photodisc/Getty Images; Title page: Photodisc/Getty Images; Contents page: Photodisc/Getty Images; Page 4: Photodisc/Getty Images; Page 171: Eyewire/Getty Images;

All other image credits in this resource constitute a continuation of this copyright page

Grade I hree I hematic
Module 7B: Listen, Touch, Taste
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2775-9

review of this Student Module Booklet. The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their

| Other | General Public | Home Instructors | Administrators | Teachers | Students | This document is intended for |
|-------|----------------|------------------|----------------|----------|----------|-------------------------------|
| | | < | | < | < | ed for |



You may find the following Internet sites useful:

- Alberta Education, http://www.education.gov.ab.ca
- Learning Technologies Branch, http://www.education.gov.ab.ca/ltb
- Learning Resources Centre, http://www.lrc.education.gov.ab.ca

censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not

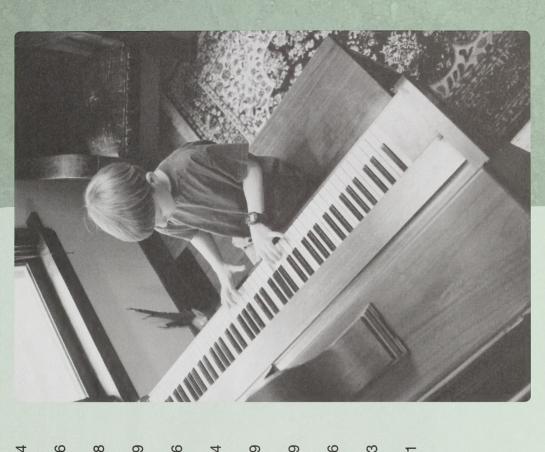
Edmonton, Alberta, Canada T5J 4L5. All rights reserved. Copyright © 2006, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street,

source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken was developed by or for Alberta Education. Third-party content has been identified by a © symbol and/or a credit to the source. Every effort has been made to acknowledge the original No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education. This courseware

COPYRIGHT. THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS

Contents

| Module Overview4 |
|-------------------------------------|
| Day 10: Taste It! 6 |
| Day 11: A Visiting Grandmother 28 |
| Day 12: Traditional Food 49 |
| Day 13: More Recipes from Africa 66 |
| Day 14: A Taste of India |
| Day 15: A Taste of Italy 99 |
| Day 16: A Taste of Mexico119 |
| Day 17: Images and the Senses136 |
| Day 18: Use All Your Senses153 |
| Module Summary171 |
| Appendix |



Module Overview

a tasty trip around the world! you will enjoy the recipes and activities in this part of the module. It's time to take around the world? Do you like to cook and taste interesting foods? If you do, Are you ready to use all your senses as you discover more about communities



What You Will Need

materials listed below and keep them in your work area. For Module 7B, you will You will need the materials in your Course Container. Also collect the books and

See the Home Instructor's Guide

for more information.

- Module 7B Student Module Booklet
- Module 7B Assignment Booklet
- Writing Folder
- junior dictionary
- Modern Curriculum Press Phonics: Level C
- beginner's classroom atlas
- Collections: Super Senses!
- Grade Three Thematic Audio CD
- Art Folder
- interlined notebook or paper for handwriting
- grapefruit, salt, raw potato, apple, blindfold
- a bag of jellybeans
- watercolour paints and brushes
- blank audiotape and tape recorder or computer with recording capability
- a large paper bag or a very large, round balloon; wallpaper paste or flour
- crêpe paper or tissue paper, yarn or string
- an assortment of candies, toys, and balloons for the piñata



Taste Iti



You have done several experiments with sound, sight, and touch. Today you will have a chance to do some tasting experiments.

Did you know that the senses of smell and taste are closely linked? Have you noticed that when you have a cold, food doesn't taste as good? Find out more about the senses of taste and smell in today's reading selection.

In another activity today, you will do an experiment where you ask several people to taste jellybeans. You may be surprised at the results! A busy and exciting day is about to begin!

Getting Started

1. Name four of your favourite foods. Describe how each food tastes and smells.

| 1000 |
|------------------|
| 1 N 1 |
| 100 |
| |
| 100 |
| |
| |
| |
| 18 March |
| |
| |
| 100 (50) |
| y 1 710 |
| |
| |
| 10000 |
| |
| |
| |
| |
| L. V. |
| 1.0 |
| |
| |
| |
| 211/2011/2 |
| |
| 1000 |
| |
| 100 |
| 10% |
| (1) No. 1, No. 1 |
| 2 |
| the Contract of |
| |
| |
| |
| 100 |
| 100 |
| 1000 |
| 100 |
| 10.00 |
| |
| 1000 |
| |
| • |
| 1 |
| |
| |
| |
| |
| |
| 1000 |
| W. 1 |
| 1 N (S) |
| |
| |
| |
| Was di |
| |
| |
| The state of |
| Willes. |
| |
| 0 800 |
| |
| 10.7 |
| |
| |
| |
| |
| |

2. Name four foods that you don't like. Tell why you dislike each food.

| ١ |
|---|
| l |
| l |
| l |
| |
| l |
| |
| l |
| |
| |
| |
| l |
| |
| ١ |
| ١ |
| ı |
| l |
| |
| l |
| l |
| |
| l |
| |
| |
| |
| l |
| |
| l |
| ĺ |
| |
| |
| l |
| ı |
| ı |
| |
| ı |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Ask your home instructor to add any new describing words to the Sensory Words Chart.



Add words that describe tastes and smells to the Sensory Words Chart begun on Day 6 of Module 7A.



Discuss how personal food preferences are treated in the family. Discuss the importance of eating a well-balanced diet for health reasons.

"Crabs for Dinner"

Most people have favourite foods and foods that they don't care for. What happens in your family when you don't like the food that has been prepared for a meal? Do you have to try a bit of it? Do you eat something else? Why is it a good idea to try to eat foods from the four food groups? Discuss your family's rules about food with your home instructor.



around the world. You have learned about the traditional foods of some communities in Canada and In many families, traditional foods are served for holidays and special occasions.

3. What traditional foods are served on special occasions in your home?

- 4. Do you like the traditional foods served in your family?
- I like all of them.
- I like some of them.
- I don't like most of them.

In today's reading selection you will meet a brother and sister who don't like some of their family's traditional food.



Take out Super Senses!

Turn to page 56. Read the title and look at the pictures.



a picture book story a report a photo essay

5. What type of selection do you think this is?

6. What is the title of this selection?

Look at the boy's face in the first picture.

7. How do you think he feels about eating crabs for dinner?

Read page 56 to see if your prediction is correct.

8. Does the boy like crab for dinner?

Module 7B: Listen, Touch, Taste

| 9 |
|----------|
| What |
| other |
| foods |
| does he |
| |
| dislike? |
| |

- 10. Does his sister Emily like crab, palm nut soup, or fufu?
- 11. What do the children eat when their mom makes these foods?

of the story. Watch for clues that tell you more about these three foods if you've never eaten them. Have you ever tasted crab, palm nut soup, or fufu? What are they? Read the rest

12. Write the words from the story that describe each food.

crab _____

palm nut soup —

tutu

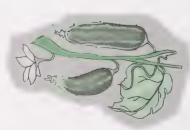
13. What ingredient did Grandma add to the soup?

Okra is a tall plant with sticky seed pods that are used as a vegetable and as a thickener for soups.

okra: a tall plant with sticky seed pods that are used as a

vegetable and as a thickener

tor soups



| ds? |
|---------------------|
| foods |
| aian f |
| Ghan |
| the |
| = |
| other |
| nily and her brot |
| and he |
| ily ar |
| ı Em |
| wher |
| ens \ |
| app |
| 14. What happens wh |
| 4. W |
| 1 |

| ~ |
|------------------|
| means |
| exquisite means? |
| ou think exc |
| What do y |
| 15. |

Take out your dictionary. Find the word exquisite in the dictionary. Remember to use the guide words to help you.

16. Write the meaning that best suits how the word was used in the story.

instructed to check your work, turn to the Suggested Responses for the day you are will find the Suggested Responses at the end of each day's lessons. When you are In Module 6A you began checking your own work in the Student Module Booklet. working on and find the answers for the activity you have completed. Be sure you You will continue checking your own work with your home instructor's help. You have the correct question number. Your home instructor will help you with this.

incomplete answer, try to figure out what you did wrong. Ask your home instructor You can put a check mark beside the correct answers. If you have an incorrect or use a different colour of pen to make corrections. It is important that the work be to help you if you need assistance. Be sure to write the correct answer. You can corrected so you can refer back to it.

Turn to the Suggested Responses on pages 22 to 24, and ask your home instructor to help you check your work.

Module 7B: Listen, Touch, Taste

Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for the spelling dictation.

Spelling

Your home instructor will read some words aloud You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.





Go to Assignment Booklet 7B. Do Assignment 1: Spelling Pre-test.

Phonics

whole word. syllables. Read each syllable and then put the syllables together to make the When you are reading and you find words that you don't know, break them into Over the next few days you will learn rules for dividing words into syllables.

with a vowel sound form their own syllable each syllable must have a vowel sound. You also know that prefixes and suffixes You already know some rules for breaking words into syllables. You know that

Read the following rules:

Rule 1: A one-syllable word is never divided.

Divide a compound word between the two or more smaller words that make up the compound word. Rule 2:

17. Look at each word below. Which rule would you use for each word? Two examples are done for you.

| Rule 2 | | | | | |
|---------|-----|-----------|--------|---------|----------|
| rainbow | pie | eye | tiptoe | taste | outside |
| Rule 1 | | | | | |
| gob | uns | oatmeal _ | crab | dustpan | popcorn_ |



Go to your Phonics book to practise dividing compound words into syllables. Do pages 160, 161, and 162. Turn to the Suggested Responses on pages 24 to 26, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

When you are done, discuss what you read with your home instructor. Are you beginning a new book today? Read silently for the next 15 minutes.

Taste It!

Are you ready to try some taste experiments?



Take out Super Senses!



Turn to page 65.

To try the two experiments on this page, you will need a grapefruit, some salt, a slice of raw potato, a slice of raw apple, and a blindfold.

Follow the instructions under the heading "Add salt to a grapefruit and make it taste . . . sweeter?"



18. What did you notice about the salted piece of grapefruit?

Read the information under the heading "What Happens?"

19. Why did the grapefruit taste sweeter?

20. What four flavours can your tongue taste?

Try the "Taste Test" in the second column of page 65.

21. What happened when you tasted the apple and potato without looking at them or smelling them?

Assist the student by tying on the blindfold and handing him or her the apple and potato slices one at a time.

22. Try the experiment again. Put on a blindfold but don't hold your nose. What happens this time?

Without your sense of smell, food doesn't taste the same! The smell provides part of the flavour that you connect with each food.

Your Tongue

Your tongue helps you taste food. The tongue is a strong muscle that is covered with small bumps and taste buds. Most of the taste buds are found along the edges of the tongue.



The taste buds tell you if a food is bitter, sour, salty, or sweet.

Do you think some parts of the tongue are better at tasting certain flavours? Try the following experiment to find out.

Testable Question

Are all areas of the tongue equally good at tasting each flavour?

Prediction

23. I think

Materials

- four small containers
- salt
- sugar
- warm water
- lemon juice
- tonic water or onion juice
- toothpicks



Procedure

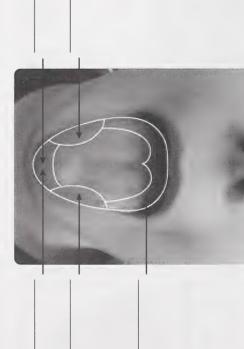
Follow these steps:

- Mix a tablespoon of salt in 50 mL of warm water.
- Mix a tablespoon of sugar in 50 mL of warm water.
- Put a small amount of lemon juice in a container.
- Put a small amount of tonic water or some onion juice in another container.
- when this area is touched. Use the diagram on the next page to show where areas of your tongue. Which portion of your tongue is most sensitive to the taste? Be careful when you test the back of the tongue-some people gag • Dip a toothpick into one of the containers and touch it lightly to different you can taste the flavour the strongest.
- Rinse your mouth with water and then test a different container.

Module 7B: Listen, Touch, Taste

My observations

24. Show where each flavour tastes the strongest.



Tell what you noticed.

Conclusion

25. Are all areas of your tongue equally good at tasting each flavour? Explain your answer.

26. How can you use what you have learned?

Turn to the Suggested Responses on pages 26 and 27, and ask your home instructor to help you check your work.

Taste Test

Do you think the way that food looks makes a difference to how it tastes?

Try the following taste test on five different people.

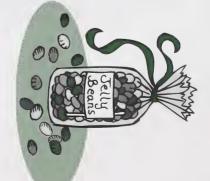
Appendix of this Student Module Booklet. Use one record sheet for each person. You will need a bag of jellybeans and a blindfold. You will also need recording sheets to write down your results. Find the Taste Test Record Sheets in the Write the name of the person below the chart.

Module 7B: Listen, Touch, Taste

Assist the student with locating the Suggested Responses and checking the completed work.



- Take out five jellybeans, each one a different colour. Yellow, orange, green, red, and black are good colours to choose
- Ask each person you test to eat a jellybean and tell you the flavour of the candy. Most people will say the orange jellybean tastes like oranges, the yellow jellybean tastes like lemons, the green jellybean tastes like lime, the black jellybean tastes like licorice, and the red jellybean tastes like cherries. Allow each person to rinse his or her mouth with water after eating each jellybean. Record what each person says about the flavour.



- Now blindfold the person. Give him or her one jellybean at a time. Use the same colours that you used the first time, but don't give them in the same Record the results on your record sheet person to rinse his or her mouth with water after eating each jellybean. order. Ask the person to tell you the flavour of the jellybean. Allow each
- When you have tested five people, look at your results and tell what happened. Write your observations on the last record sheet



them to your teacher on Day 18 Put your Taste Test Record Sheets in your Writing Folder. You will send

Story Time

It's time to find a comfortable spot, relax, and enjoy the story.

Looking Back

Did you learn anything new about the sense of taste? Which experiment was the most fun? Which results surprised you the most?



The student may respond to the questions or write about any topic that relates to the day's lessons.

Journal Entry

Glossary

exquisite: excellent, superb

okra: a tall, plant with sticky seed pods that are used as a vegetable and as a thickener for soups

Suggested Responses

1. There is no right or wrong answer, since you are stating a preference. Was it easy to describe your favourite foods?

of fishing with your grandpa; turkey may remind you of family get-togethers. activities, or occasions, so eating those foods can seem to give you good the smoothness of pudding. Some foods are associated with special people certain textures—the crunchiness of an apple, the crispiness of a cracker, or matter of enjoying the flavours - sweet, salty, and so on. Some people like People like different foods for a variety of reasons. Sometimes it's simply a your life Foods can become favourites because they are connected to special times in feelings. Gingerbread may remind you of your neighbour; trout may remind you

- same day, he won't eat mushrooms any more, even though the mushrooms are not what made him sick. Some people have food sensitivities or allergies. Their sick to his stomach. Since he thinks about mushrooms and getting sick on the bodies seem to know this. A baby who refuses to eat eggs might be allergic to unpleasant. Some people dislike foods they find bitter, sour, too spicy, too hot, uncle Ted once ate a lot of mushrooms. That same day, he got the flu and was Disliking a particular food is usually just a matter of finding a flavour or texture you know that a coincidence can turn a person off a particular food? Abigail's or too cold. Some dislike foods that are lumpy or gritty. Some people like only familiar foods; they are hesitant to try things they haven't tasted before. Did
- a recipe using foods when they are in season. Did you think about what your their own traditions, such as serving a specific meal on birthdays or cooking ethnic heritage. They may have religious significance. Families may develop 3. Answers will vary widely. Traditional foods may be foods that reflect your family usually eats to mark holidays throughout the year?
- You are stating a preference. Any truthful answer is acceptable.
- 5. This selection is a picture book story.
- 6. "Crabs for Dinner"
- 7. His face shows that he dislikes eating crabs.
- 8. no

- 9. He doesn't like palm nut soup or fufu.
- 10. no
- 11. They eat chicken, French fries, pizza, or hamburgers.
- 12. crab—big, grey, orange-tipped pincers, yucky, soft, crunchy, exquisite

smooth palm nut soup—slimy, exquisite, delicious, spicy, hot, flavour of ginger, thick,

fufu-soft balls of potato, delicious, disgusting

- 13. She added okra to the soup.
- 14. They both like them.
- 15. Answers will vary. You are predicting the meaning based on context. Any reasonable answer is acceptable.
- 16. Exquisite means excellent or superb.

| popcorn | dustpan | crab | oatmeal | sun | 17. dog | |
|---------|---------|--------|---------|--------|---------|--|
| Rule 2 | Rule 2 | Rule 1 | Rule 2 | Rule 1 | Rule 1 | |
| outside | taste | tiptoe | eye | pie | rainbow | |
| Rule 2 | Rule 1 | Rule 2 | Rule 1 | Rule 1 | Rule 2 | |

160

| | The second secon |
|----------------|--|
| Phonics | Page |
| 1. in-to | 2. door-man |
| 3. birth-day | 4. cow-boy |
| 5. rain-bow | 6. in-side |
| 7. tip-toe | 8. some-one |
| 9. side-walk | 10. sun-shine |
| 11. to-night | 12. to-day |
| 13. dish-pan | 14. high-way |
| 15. moon-light | 16. bed-time |
| 17. week-end | 18. head-line |
| 19. dust-pan | 20. hill-side |
| 21. sail-boat | 22. drive-way |

Page 161 **Phonics**

downtown, cannot, overlooked, outside, something, hometown, everyone, The following words should be circled: sidewalk, newspapers, nobody, playground, uptown, downtown, highway.

- 4. something sidewalk
 nobody
- 5. hometown
 - 6. everyone 3. cannot, overlooked

Phonics

Page 162

sense? Did you spell all the words correctly and put punctuation at the end of every sentence's other information to complete the postcard? Do your sentences all make in the box. How many compound words did you use? Did you fill in all of the You were asked to write a postcard to the mayor using the compound words

- 18. You probably noticed that it seems sweeter than the unsalted grapefruit
- 19. The salt flavour stops you from tasting as much of the sour flavour.
- 20. sweet, salty, sour, bitter
- You may not be able to tell the difference between the two
- 22. You were probably able to smell the apple and to tell the difference between the two foods
- 23. You are making a prediction. Any reasonable prediction is acceptable. Which part of the tongue did you pick to be best at tasting?
- 24. Most people taste bitter flavours on the back of the tongue, sour flavours on tongue the sides of the tongue, and sweet and salty flavours on the front or tip of the

flavours than others. You should have noticed that some areas are more sensitive to certain

- there are more taste buds in those areas. You should have been able to taste 25. No. Some areas of the tongue are better at tasting certain flavours because certain flavours more clearly at certain spots on the tongue.
- 26. Allowing the food to touch those areas of the tongue may make the taste of food stronger.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

- Page 6 Photodisc/Getty Images
- © 2003-2004 www.clipart.com
 - Photodisc/Getty Images ထ တ
- © 2003-2004 www.clipart.com
- © 2005-2006 www.clipart.com
 - Photodisc/Getty Images 5 5 4
- bottom: Digital Vision/Getty Images top: Photodisc/Getty Images
 - © 2004-2005 www.clipart.com © 2003-2004 www.clipart.com
 - © 2004–2005 www.clipart.com 15 16 17 20 21
- © 2003-2004 www.clipart.com
 - Photodisc/Getty Images

A Visiting Grandmother



On Day 10 you read about two children who learned to like some new foods. Today you will think about the ways their grandmother shared Ghana's culture with them.

You will learn more about Ghana too.

opportunity to meet someone from another country, tell about things

If your student has not had the

you have learned after meeting someone from another country if

you have had the chance.

Getting Started

Has your family ever had a visitor from another country? Has a person from another country visited your community? What kinds of things did you learn from the visitor? Tell your home instructor about people you have met from other countries.

 What ideas, customs, or traditions have you learned from your grandfather, grandmother, or other elders in your family or community?



"Crabs for Dinner"

Today you will take another look at the story "Crabs for Dinner." You will think about the things that the two children learned from their grandmother.



Take out Super Senses!

(29)

The student will retell the story "Crabs for Dinner."

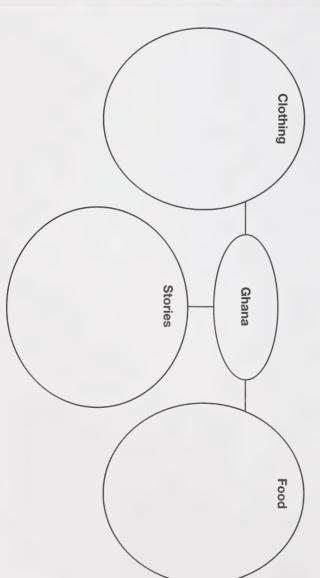
What do you remember about "Crabs for Dinner"? Retell the main parts of the story to your home instructor. Remember to tell about the characters, setting, and main events.

Turn to the Contents page. Find "Crabs for Dinner." Turn to the story.



that tells what the children learn about Ghana from their grandmother. You will read this story one more time. As you read the story, watch for information

2. Use the following web to tell what the children learn.



What opinions did the children have about the Ghanaian food, clothing, and stories at first? Read the statements from the story and tell what the boy is feeling.

What Does the Boy Feel at First? What Does the Boy She ends her stories in a "I'm never going to wear Say at First? that smock." funny way. "Yuk." The grandmother ends her story by saying "This story the children clothes from The grandmother brings of mine whether good or bad, may pass away, or What Happens? Aunt Araba sucks and crunches on the crab. come to stay." ന

What happened after the children had a chance to experience some of the traditional food, clothing, and stories?

batik: the art of making designs on cloth by dyeing only part at a time, protecting the rest with a coating of melted wax, which is later removed

5

4. After the boy saw how pretty his sister looked in the batik dress, he decided to

wear the smock and cap. He decided it looked _____

The children as much as she liked theirs the grandmother's stories

After tasting the crab, the soup, and the fufu, the boy eats

For many people, unfamiliar customs and food seem strange at first. People often learn to appreciate and respect the customs when they try them.

What is the most important thing that the children in the story learn?

- Crab is good.
- Everyone likes fufu.
- O If you dislike something, you should never try it.
- OIf you try something new, you might find out you like it.

instructor to help you check your work. Turn to the Suggested Responses on pages 43 to 45, and ask your home



Assist the student with locating the Suggested Responses and checking the completed work.

Passing on Traditions

traditions of Ghana. They learned about the food, clothing, and stories of Ghana In the story that you read today, you saw how two children learned about some through their grandmother.

Canadians have moved to Canada from a different country. When people move to Canada, they often keep some traditions as well as trying out Canadian traditions. Many people who live in Canada have families who live in other countries. Many

You found out in the story that the mother cooked fufu and soup for special occasions. When she moved to Canada, she kept these food traditions.

instructor about food traditions in your home. Have you ever tasted any of the grandparents make special foods for holidays or family visits? Tell your home What food traditions have been passed on in your family? Do your parents or following foods?

Discuss family food traditions with

your student.



huevos rancheros

sushi



challah bread



spring rolls with couscous salad

33

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise.
Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Spelling

home instructor to help you spell them correctly. On the lines that follow, write any words that you spelled incorrectly. Ask your Find your Spelling Pre-test in your Assignment Booklet. It is Day 10, Assignment 1.

Your home instructor will help you choose three challenge words. Write them too.



Take out your Writing Dictionary.
You will add your new spelling words to the dictionary.



Grade Three Thematic

34

Write all the spelling words from the Day 10 pre-test in your Writing Dictionary. The words are

| understand | answer |
|------------|----------|
| another | laughter |
| hamburger | thankful |
| excellent | leaving |

eight excellent

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Use your Writing Dictionary to help you spell words when you write. You can add new words any time you need to.

Phonics

You already know Rule 3 for dividing words into syllables.

Rule 3: When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix.



syllables. Do pages 163 and 164. Use hyphens to divide the words into Go to your Phonics book to practise dividing words with suffixes into syllables. Turn to the Suggested Responses on pages 45 and 46, and ask your home instructor to help you check your work.

Be sure the student spells each word correctly.

E

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

When you are done, discuss what you read with your home instructor. Choose a book, story, or magazine and read silently for the next 15 minutes.

Ghana



as well as in the atlas.

If you have a globe, ask your student to find Ghana on the globe

Do you think Emily and her brother would be interested in learning more about Ghana? Would you like to learn more about Ghana?

In the story you learned that Ghana is a country in Africa.

Use your atlas to help you find out where it is.

Take out your atlas. Turn to the table of contents.

Find a map of Africa. Look along the west coast of Africa for Ghana.



Take out the world map that you used in Module 7A.

Find Ghana on your map and colour the space. Label it too.

Find the equator on the map in the atlas.

- 8. Ghana is
- close to the equator
- ar away from the equator
 - touching the equator



- 9. What prediction would you make about the climate of Ghana?
- 10. Which ocean is near Ghana?

Find it again on the map in the atlas. Earlier this year you found Morocco on the map.

11. Ghana is

north of Morocco south of Morocco

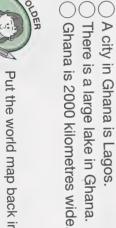
southeast of Morocco

Ghana is near the ocean and near the equator.

- 12. What prediction would you make about Ghana?
- It is mostly desert.
- It is mostly rainforest and grassy plains.
- It is mostly tundra
- 13. What else does the map tell you about Ghana?

The Niger River runs through Ghana.





learning area. You will need it again later. Put the world map back in your Writing Folder or put it on the wall in your

wildlife sanctuaries, but leopard populations are the elephant, lion, and Did you know Ghana has national parks, game reserves, and getting smaller?



Find out more about Ghana by reading the following facts:

- Ghana is covered by rainforest and grassy savanna.
- The climate is tropical. It is hot all year round in Ghana. It is hot and humid along the coast and hot and dry in the north. The northern part of Ghana often suffers from severe droughts.
- A dam on the Volta River created Lake Volta, the largest artificial lake in the world.
- More than half the workers in Ghana are farmers. They grow cocoa, rice, corn, cassavas, yams, and bananas. They also raise cattle. Ghana also imports food to feed the people who live there.



cassava: a large,
thick-skinned tuber like a
potato
The root of the cassava plant
is boiled and eaten in many
tropical countries. It is the
source of tapioca.

- Cocoa is traded to other countries for equipment, oil, food, and consumer goods.
- Ghana was once called the Gold Coast. Gold has been mined in Ghana for centuries. Gold and diamonds are still mined in Ghana and sold to other countries.
- There are many indigenous groups in Ghana. The Ashanti people make up the largest group
- Long ago, Europeans came to Ghana in search of natural resources. They captured Ghanaians, took them to other countries against their will, and sold them as slaves. Slave trade was outlawed in the late 1800s.
- English is the official language of Ghana, but many indigenous languages, such as Twi, Fanti, and Ewe, are also spoken.
- Most children attend school until they are eight or nine years old. Only about one-third of the children in Ghana go to high school.



14. Tell one way that life in Ghana is different from life in Canada.

- 15. Tell one way that life in Ghana is similar to life in Canada.
- 16. What goods or services does Ghana sell to other countries?
- 17. What goods does Ghana buy from other countries?

Turn to the Suggested Responses on pages 46 and 47, and ask your home instructor to help you check your work.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story your home instructor will read to you.



Assist the student with locating the Suggested Responses and checking the completed work.

This would be a great time to read some Ananse stories to extend your student's knowledge of West African folklore. See additional resources listed in the Home Instructor's Guide for suggestions.

Looki

Do you thi Ghana? W animals c rainforest



Journ

The student may respond to the questions or write about any topic that relates to the day's lessons.

| | al Entry | nink you would like to visit Vould you like to see a or a savanna? What kinds of to you think you would see? | ing Back |
|--|----------|---|----------|
| | | | |

Glossary

batik: the art of making designs on cloth by dyeing only part at a time, protecting the rest with a coating of melted wax, which is later removed

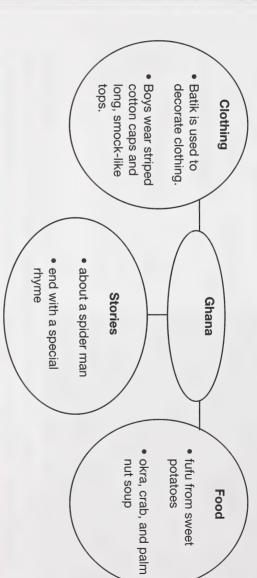
cassava: a large, thick-skinned tuber like a potato

The root of the cassava plant is boiled and eaten in many tropical countries. It is the source of tapioca.

Suggested Responses

1. Answers will vary. Your answer should reflect traditions, ideas, or customs that were taught by your grandparents. You may have written about beliefs, rituals, stories, foods, music, crafts or art forms, or ways of doing things or dressing.

2. You may have noted any of the following points.



| What Happens? | What Does the Boy Say at First? | What Does the Boy Feel at First? |
|--|---------------------------------------|---|
| Aunt Araba sucks and crunches on the crab. | "Yuk." | He thinks crab is disgusting. |
| The grandmother brings the children clothes from Ghana. | "I'm never going to wear that smock." | He thinks the cotton shirt would look silly. |
| The grandmother ends her story by saying "This story of mine whether good or bad, may pass away, or come to stay." | She ends her stories in a funny way. | He thinks it is a strange way to end a story. |

- 4. He decided it looked cool.
- 5. The children liked the grandmother's stories as much as she liked theirs.
- 6. After tasting the crab, the soup, and the fufu, the boy eats a whole bowl of fufu and soup and a huge piece of crab.
- 7. If you try something new, you might find out you like it.

| Phonics | Page 163 |
|--------------|----------------|
| 1. sav-ing | 17. fox-es |
| 2. sharp-en | 18. sleep-ing |
| 3. box-ful | 19. safe-ly |
| 4. cheat-ed | 20. treat-ment |
| 5. mak-ing | 21. fear-less |
| 6. plant-ed | 22. small-est |
| 7. pave-ment | 23. read-ing |
| 8. home-less | - |
| 9. need-ed | |
| 10. walk-ing | |
| new-est | 27. rest-ed |
| 12. fly-ing | 28. care-less |
| 13. cup-ful | 29. cold-er |
| 14. kind-ly | 30. loud-est |
| 15. play-ing | 31. neat-ly |
| 16. quick-er | 32. fast-er |

| | 22. smarter | 17. loudly |
|----------|---------------|-----------------------------|
| | 21. tallest | 16. singing |
| | 20. learning | 15. playful |
| | 19. scary | 14. watching |
| | 18. darted | 13. classes |
| | | |
| | 12. sing-ing | 6. sick-ness |
| | 11. learn-ing | watch-ing |
| | 10. class-es | 4. scar-y |
| | 9. loud-ly | 3. play-ful |
| | 8. dart-ed | 2. tall-est |
| | 7. smart-er | 1. pain-ful |
| | | |
| Page 164 | | Phonics |

- 8. Ghana is close to the equator.
- 9. You are making a prediction. You probably predicted that the climate is hot because the country is near the equator.
- 10. The Atlantic Ocean is near Ghana.
- 11. Ghana is south of Morocco.
- 12. It is mostly rainforest and grassy plains.
- 13. There is a large lake in Ghana.

- 14. There are many differences. You may have listed one of the following points:
- Ghana has rainforests and savannas. Canada has mountains, plains, and tundra.
- Ghana's climate is tropical. Canada's climate is not.
- largest natural lakes in the world, like Lake Superior, Lake Huron, Great Ghana has the world's largest artificial lake. Canada has several of the Bear Lake, and Great Slave Lake.
- Ghana exports cocoa. Canada exports grain, natural gas, and oil.
- One-third of the children in Ghana go to high school. In Canada almost all children go to high school.
- 15. There are several similarities. You may have listed one of the following points:
- Both countries raise cattle for food.
- Gold and diamonds are mined in both countries.
- English is an official language in both countries.
- Both countries have diverse indigenous communities.
- Europeans came to both countries in search of natural resources.
- 16. Ghana exports cocoa, gold, and diamonds.
- 17. Ghana imports food, equipment, oil, and consumer goods.

Image Credits

following noted exceptions: All images in this lesson were created by or for Alberta Education with the

- **Page** 28 29 Digital Vision/Getty Images
- top: Rubberball Productions/Getty Images
- bottom: Photodisc/Getty Images
- © 2004-2005 www.clipart.com
- Photodisc/Getty Images
- Photodisc/Getty Images
 - all: Photodisc/Getty Images
- map: © 2003-2004 www.clipart.com
- 30 32 33 34 36 37 39 © 2004-2005 www.clipart.com
- Copyright © 2004 Alberta Education and its licensors. All rights reserved. Copyright © 2004 Alberta Education and its licensors. All rights reserved.
- © 2005-2006 www.clipart.com
- Copyright © 2004 Alberta Education and its licensors. All rights reserved

Over the next few days you will learn more about traditional foods from different countries. When you read "Crabs for Dinner," did you wonder what fufu tastes like? You will have a chance to make it and taste it today.

As you think about traditional foods, you will work on your listening, speaking, and writing skills. Are you ready to begin?



Your student will discuss why food choices vary in different countries.

Getting Started

countries eat different food? Tell your home instructor. eat different foods from Canadians. Why do you think that people from different parts of the world. You know that people from different parts of the world may You have learned about some of the traditions of people from Canada and other

Fufu, Palm Nut Soup, and Crab

Have you ever tasted crab? Have you ever heard of fufu or palm nut soup? The children in "Crabs for Dinner" found out that they tasted good



Fufc

1. What do you think fufu is?





Take out your Grade Three Thematic Audio CD.

Find Track 8: "An African Recipe."

Listen carefully to the selection; then answer the following questions.

- 2. What is a staple food?
- 3. What ingredients will you need to make fufu?
- 4. What utensils will you need to make fufu?
- 5. Explain how to make fufu.

staple: important; main; used regularly If the student can't recall the ingredients, utensils, and instructions, he or she may replay the audio selection to find the required information.

6. What is fufu served with?

7. In Canada, many people enjoy dumplings with stew. What does your family usually eat with stew?

8. In Canada, many people like crackers with soup. What does your family usually eat with soup?



When you and your home instructor are ready, try making fufu for your family.

Palm Nut Soup

futu recipe.

You may want to wait until lunch or dinnertime to try the recipe. If you are unable to find yams in your local grocery, see the Home Instructor's Guide for an alternative



Many West African recipes use the fruit and oil of palm trees. To make palm nut soup, the fresh palm fruit is boiled in water and mashed. The pulp is strained to remove the palm nut kernels and the skin from the fruit. The pulp is cooked until it is thick. It is used as a base for soups, stews, and sauces.

To make seafood palm nut soup, fish, shrimp, crab, onions, and hot peppers are added to the thickened palm nut base.

Cra

You have probably seen someone eating fufu and palm nut soup only if you have friends or relatives from Ghana. You may have seen people eating crab even if you don't know anyone from Ghana.

If you have travelled to the coasts of Canada, you may have seen crabs near the ocean. In Canada crabs are caught in metal traps that are lowered to the bottom of the sea. Crabmeat is quite expensive in Canada, but people sometimes eat it for a special meal.



berries, and animals for food. Settlers learned that potatoes and grain grow well in You learned how Canadian First Nations people traditionally used wild rice, Canada, so today these foods are staple foods for many people in Canada. 9. Why do you think many people in Ghana eat fufu made from yams, while many people in Canada eat potatoes?

The staple food of a country is usually something that is plentiful and inexpensive. Rice grows well in Cambodia. Rice is the staple food there. Most people living in Cambodia eat rice every day.

Assist the student with locating the Suggested Responses and checking the completed work.

have become staple foods for the people who live there. Ghana is also close In Ghana palm trees and yams grow well. Since these foods are plentiful, they to the ocean, so crabs and other seafood are eaten more often than they are in

instructor to help you check your work. Turn to the Suggested Responses on pages 63 and 64, and ask your home

Spelling

away your word list. wrote. Think about the correct spelling for each word. When you are ready, put Look back to the Day 2 spelling activity. Look at each word on the list that you

Today you will write sentences with the words from your Spelling Pre-test.





Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Write your sentences on the lines:

Refer to the Home Instructor's Guide for the dictation sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Module 7B: Listen, Touch, Taste

Phonics

Look at the word under the picture. It has a prefix.



10. Divide replace into syllables.

11. Write a rule to explain how to divide words that have prefixes.

Rule 4:



Go to your Phonics book to practise dividing words with prefixes. Use the rule you just wrote to help you do pages 165 and 166.

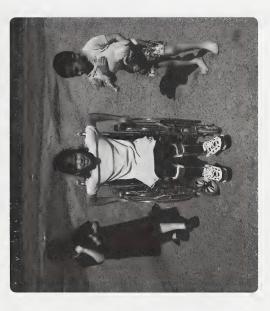
Turn to the Suggested Responses on pages 64 and 65, and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Assist the student with locating the Suggested Responses and checking the completed work.



Silent Reading

with your home instructor. Read silently for the next 15 minutes. When you are done, discuss what you read

A Family Recipe

On Day 11 you talked about food traditions in your family. Choose one of your family's traditional foods. This could be a food that you eat on special holidays. It may be a special food from the culture of your family.

Ask your mom, dad, or home instructor to tell you how the special food is made. First you will write the recipe on a card and then you will record it. You will send the recording to your teacher at the end of this module.

student orally. After listening

The recipe should be told to the

carefully, the student should write the recipe on the following page. Can the student recall all the ingredients and instructions or do

they have to be repeated several



12. Print the recipe on the card on the next page. First print the name of the recipe on the tab at the top of the card. Print the ingredients; then give instructions for how to make the food

| Ingredients: | | Instructions: | | |
|--------------|--|---------------|--|--|

Turn to the Suggested Responses on page 65 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



The student can use the same audiotape or CD that was used for earlier recorded assignments. It should be labelled with the student's name and module number.



recording capability. Take out a tape recorder and a blank audiotape or use a computer with

Using the recipe card you just made, practise telling about your special recipe.

- Tell the name of the special food.
- Explain when your family makes this food.
- Tell how this tradition has been passed down in your family.
- Tell what ingredients will be needed.
- Give instructions on how to make the food.

When you are ready, say your name and the date, and then record the recipe information. Put the recording in a safe place. You will send it to your teacher on Day 18.

Go to the Appendix of this Student Module Booklet. Carefully remove the page that says Family Recipe Card.



Cut out the recipe card. Rewrite the recipe in handwriting this time. Use your handwriting chart if you need to.



Put the recipe card in your Writing Folder. You will send it to your teacher on Day 18.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story your home instructor will read to you.



Continue to read Ananse stories or tell a traditional story from your culture.

Looking Back

Did you like fufu? What did it taste like? Do you think you would like palm nut soup or crab? What other kinds of food have you tried? How did they taste?



mexican salad

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.



Glossary

staple: important; main; used regularly

Suggested Responses

- is something like dumplings, that it is in the shape of a ball, or that it is a food 1. Answers will vary. From the story and picture clues, you may have said that it served with soup.
- 2. A staple food is a food that is eaten regularly or that is a main food.
- 3. yams, water, butter
- 4. a pot, a potato masher, a wooden spoon
- 5. Cook the yams in a pot, peel them, and then mash and stir them until they are smooth. Then form the mashed yams into balls.
- 6. Fufu is served with stew or soup.
- 7. Answers will vary according to each family. You may have said mashed potatoes, dumplings, bread, or buns.
- 8. Answers will vary according to each family. You may have said crackers, dumplings, bread, or buns.

9. Yams are plentiful in Ghana. Potatoes are plentiful in Canada. Staple foods are usually foods that are inexpensive and locally grown.

10. re-place

11. When a word has a prefix, divide it between the prefix and the base word.

| | A STATE OF THE PARTY OF THE PAR | |
|--------------|--|----------|
| Phonics | | Page 165 |
| 1. un-a-ble | 17. in-form | |
| 2. re-read | 18. mis-fit | |
| 3. dis-trust | 19. ex-change | |
| 4. im-pure | 20. un-fair | |
| 5. de-part | 21. pre-heat | |
| 6. ex-press | 22. dis-please | |
| 7. mis-print | 23. im-port | |
| 8. re-turn | 24. un-screw | |
| 9. dis-own | 25. de-rail | |
| 10. un-tie | 26. re-new | |
| 11. re-place | 27. ex-port | |
| 12. ex-claim | 28. re-paint | |
| 13. un-dress | 29. dis-charge | |
| 14. pre-made | 30. un-fold | |
| 15. un-kind | 31. in-put | |
| 16. dis-play | 32. de-frost | |
| | | |

| Phonics | Page | Page 166 |
|-----------------|---------------|----------|
| 1. un-a-ble | 6. de-lay | |
| 2. dis-com-fort | 7. de-part | |
| 3. re-pair | 8. re-quest | |
| 4. pre-game | 9. dis-please | |
| 5. re-move | 10. un-lock | |
| 11. unlock | 16. delay | |
| 12. remove | 17. pregame | |
| 13. discomfort | 18. displease | |
| 14. request | 19. depart | |
| 15. repair | 20. unable | |
| | | |

12. You should have printed the complete recipe, including the name of the food, the ingredients, and the instructions for making the food. Could someone follow your recipe and successfully make your family's traditional food?

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

- 49 Photodisc/Getty Images
- Copyright © 2006 Alberta Education and its licensors. All rights reserved.
 - bottom: Digital Vision/Getty Images top: © 2004-2005 www.clipart.com © 2004-2005 www.clipart.com
- © 2003-2004 www.clipart.com Eyewire/Getty Images
- Photodisc/Getty Images
- Geoff Manasse/Photodisc/Getty Images 54 58 60 61 62
 - Eyewire/Getty Images
- Photodisc/Getty Images

Day 13

More Recipes from Africa

Over the next few days you will continue to explore your sense of taste. You will take a trip around the world as you taste food from different countries. Today you will read two new recipes from two African countries. You will prepare one of the recipes and think about how the food tastes.

Do you know which African country has giant pyramids? In today's activities you will use a chart and pictures to learn more about this country and another African country.



Getting Started

countries do your favourite foods come from? Discuss what you know about recipes been passed down from your grandparents, aunts, or uncles? What Have you ever thought about where family recipes come from? Have some the food your family eats often.

student's favourite foods or recipes Discuss where some of the

originate.

More Recipes

you expect to see a greeting, a body message, a middle, and an end. When you read a letter, a closing, and a signature. A recipe also has When you read a story, there is a beginning, different parts.

What are the parts of a recipe?





Take out Super Senses!

Turn to the Contents page. Find "Round the World Recipes" and turn to the correct page. Look quickly through the recipes in this selection. Each recipe has the same parts.

Module 7B: Listen, Touch, Taste

| | | | | | | | indidai | Lindolaine Shirib | |
|--|--|------------------|---------------------------|--------------------------------|--------------------------------------|-------------------------------------|--|--|--------------------------------|
| 8. What do you have to do to the sesame seeds, the coriander seeds, and the cumin seeds? | 7. How many ingredients do you need for this recipe? | Read the recipe. | 6. This recipe comes from | Look at the recipe on page 61. | 5. The last part of the recipe tells | 4. Then each recipe tells about the | 3. Each recipe has a brief introduction that tells | Each recipe tells how many people the food will serve. | 2. Each recipe begins with and |

9. What foods do you serve this recipe with?

soup raw vegetables fruit

Look at the background illustrations in the selection. The pictures show some things from Egypt. Find the following things and show them to your home instructor:

- three pyramids
- a statue of an ancient queen
- palm trees
- a stone carving of a person carrying birds in a cage
 - picture writing or hieroglyphics

Turn to page 62. Find the recipe from Senegal.

- 10. This recipe tells how to prepare ____
- 11. How many people will this recipe serve?
- 12. What are the ingredients?



The student is asked to look at the illustrations and to locate each of the bulleted items. Discuss each item with the student.

hieroglyphics: a system of writing that uses pictures to stand for ideas or sounds, especially the system used by the ancient Egyptians

papaya: a large, juicy tropical fruit with a yellow-green rind
The inside of a papaya is orange-yellow.

The spice dip requires some cooking to heat the spices. Monitor the student carefully and discuss safety rules before allowing the student to use the stove.

Assist the student with locating the Suggested Responses and checking the completed work.

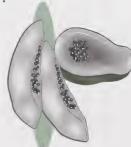
13. Put the recipe instructions in the correct order. Write a number 1 to tell what you do first, a number 2 to tell what you do second, and so on.

Scoop out the papaya with a spoon to eat it.

____ Cut the papaya in half.

_____ Squeeze lime juice over the papaya.

___ Scoop out the black seeds and throw them away.



snack directions to prepare the food. Fill in the blanks below after you make and eat the papaya. Ask your home instructor to help you gather the ingredients. Follow the Now it's time to try one of these snacks. Choose either the spice dip or the fresh

15. It tasted 14. I made in my mouth. and felt

instructor to help you check your work. Turn to the Suggested Responses on pages 79 and 80, and ask your home 16. It reminded me of

Phonics

Look at the words below. Where would you divide them into syllables? Remember, each syllable must have a vowel sound. 17. Put a line between the syllables. The first one has been done for you.

pen|cil window garden perfect

Did you divide the words between the middle consonants? If you did, you already know Rule 5!

Rule 5: When two or more consonants come between two vowels in a word, the word is usually divided between the first two consonants.



Go to your Phonics book to practise Rule 5. Do pages 167 and 168.



Spelling

Did you notice that each of your spelling words has more than one syllable?

18. Read each spelling word. Divide the word into syllables. The five rules you learned can help you.

| hamburger | | excellent |
|-----------|---|-----------|
| _ | Ω | T' |

another _____

understand _____

leaving _____

thankful _____

answer _____

I'm sure getting faster and better at dividing words into syllables.

Are you?



instructor to help you check your work. Turn to the Suggested Responses on pages 80 to 82, and ask your home

Assist the student with locating the



◆ Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Two African Countries

Do you know where Egypt is? Can you find Senegal? It's time to learn more about these countries. Take out your atlas. Turn to the table of contents. Find a map of Africa that shows the countries.

Discuss the importance of the Nile River to Egyptian agriculture. Tell the student that 95% of the people in Egypt live along the river. Explain how the river floods each year and replenishes the soil. Tell how the river is used to irrigate crops.

Look for Egypt on the northeast side of Africa.

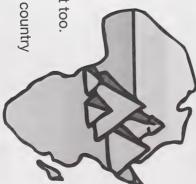
19. The capital city of Egypt is _

20. What is the name of the river that flows through Egypt?

21. What two seas does Egypt touch?



Take out the world map that you used on Day 11.



Find Egypt on your map and colour the space. Label it too.

Now look for Senegal in your atlas. Senegal is a small country on the west coast of Africa.

22. The capital city of Senegal is -

Find the space for Senegal on your world map. Colour the space and label it.

Look at these pictures of Egypt. What predictions can you make about the country by looking at the photographs?









23. I think that most of Egypt is rainforest desert tundra.

24. I think that homes are often made from

wood bamboo with thatched roofs bricks

25. I think that Egyptian artwork includes

statues and stone carvings wooden totem poles woven baskets

26. One way that people travel in Egypt is

by dog sled by camel by canoe

instructor to help you check your work. Turn to the Suggested Responses on pages 82 and 83, and ask your home

Assist the student with locating the Suggested Responses and checking

the completed work.



Go to Assignment Booklet 7B. Do Assignment 2: Egypt and Senegal.



your learning area. Put your world map back in your Writing Folder or post it on the wall in

Communities Helping Other Communities

result of disease, wars, and famine. Sometimes natural disasters, such as floods Some countries in Africa and other parts of the world have many problems as a or earthquakes, occur. These events destroy lives and property, and the people who are affected need assistance to rebuild their communities.

Communities from other parts of the world provide assistance to countries in need by sending food or supplies. World organizations, such as the United Nations or the World Food Bank, help take the food to the places where it is needed the most.



world? What kinds of things can Canadian communities do to help? Do you know Why do you think countries, such as Canada, help other communities around the any organizations or groups that help communities in other parts of the world? Answer these questions in your Assignment Booklet.



Go to Assignment Booklet 7B. Do Assignment 3: Helping Other Communities.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story.

famine: an extreme lack of food



Looking Back

Do you think that you would like to visit Egypt? What would you like to see? What did you find most interesting about Senegal? How can you learn more about Egypt or Senegal?



Journal Entry

questions or write about any topic

The student may respond to the

that relates to the day's lessons.

Glossary

famine: an extreme lack of food

hieroglyphics: a system of writing that uses pictures to stand for ideas or sounds, especially the system used by the ancient Egyptians

papaya: a large, juicy tropical fruit with a yellow-green rind The inside is orange-yellow.

Suggested Responses

- 1. Recipes have the name of the food, a list of ingredients, and directions on how to make the recipe.
- 2. Each recipe begins with the name of a country and the name of the food.
- 3. Each recipe has a brief introduction that tells what to serve the food with, how to select ingredients, or how and when to serve the food.
- 4. Then each recipe tells about the ingredients.
- 5. The last part of the recipe tells how to make the food.
- 6. This recipe comes from Egypt.

Module 7B: Listen, Touch, Taste

- 7. six
- 8. You have to roast them in a frying pan and then grind them in a coffee grinder.
- raw vegetables
- 10. This recipe tells how to prepare fresh papaya.
- 11. 2 to 4
- 12. fresh papaya and lime juice
- 13. 4 Scoop out the papaya with a spoon to eat it.
- 1 Cut the papaya in half.
- 3 Squeeze lime juice over the papaya.
- 2 Scoop out the black seeds and throw them away.
- 14. You should have told which recipe you made, either spice dip or papaya.
- 15. You should have accurately described the taste and texture using words such as sweet, sour, salty, bitter, spicy, crunchy, soft, smooth, sticky, and so on.
- 16. You should have discussed another food with similar attributes. For example, you may have said that the papaya was similar to a mango or a cantaloupe.
- 17. win|dow gar|den per|fect

| Phonics | Page 167 | |
|---------------|---------------|---|
| 1. pic-ture | 17. num-ber | |
| 2. pen-cil | 18. sil-ver | |
| 3. con-fess | 19. Kan-sas | |
| 4. gob-lin | 20. mas-ter | ********** |
| 5. for-gave | 21. fin-ger | |
| 6. bas-ket | 22. in-vite | |
| 7. ad-mire | 23. kid-nap | |
| 8. prin-cess | 24. doc-tor | *************************************** |
| 9. com-plete | 25. rid-dle | |
| 10. mis-take | 26. al-most | |
| 11. can-dy | 27. chap-ter | |
| 12. har-bor | 28. sur-prise | |
| 13. plen-ty | 29. dic-tate | |
| 14. chil-dren | 30. but-ter | |
| 15. pil-grim | 31. win-dow | |
| 16. sud-den | 32. prob-lem | |
| | |) |

| 16. sudden | 14. blanket | 13. picnic | 6. hun-gry | 5. in-vite | 4. plen-ty | 3. blan-ket | 2. sud-den | 1. mag-net | Phonics |
|------------|-------------|------------|-------------|------------|-------------|-------------|-------------|------------|----------|
| 20. invite | 18. almost | 17. puppy | 12. bot-tom | 11. pup-py | 10. al-most | 9. pic-nic | 8. con-fess | 7. cir-cus | |
| | | | | | | | | | Page 168 |

| answer | laughter | thankful | leaving | understand | another | hamburger | 8. excellent |
|---------|-----------|-----------|----------|--------------|-----------|-------------|--------------|
| an-swer | laugh-ter | thank-ful | leav-ing | un-der-stand | an-oth-er | ham-burg-er | ex-cel-lent |

19. The capital city of Egypt is Cairo.

20. the Nile

- 21. Mediterranean Sea and Red Sea
- 22. The capital city of Senegal is Dakar.
- 23. desert
- 24. bricks
- 25. statues and stone carvings
- 26. by camel

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

- Copyright © 2004 Alberta Education and its licensors. All rights reserved.
 - © 2003-2004 www.clipart.com
 - © 2003-2004 www.clipart.com
- © 2003-2004 www.clipart.com
- Photodisc/Getty Images **Page**66
 67
 69
 70
 71
 73
 74
- © 2003-2004 www.clipart.com Digital Vision/Getty Images
- remainder: Copyright © 2004 Alberta Éducation and its licensors. All rights reserved. © 2004–2005 www.clipart.com pyramids and camel: Photodisc/Getty Images
- © 2003-2004 www.clipart.com

Day 14

A Taste of India

recipe from India. Have you ever eaten food from India? Do you like the taste of curry or yogurt? Today you will read and prepare a

things about this country as you do some research today. What do you know about India? Did you know that tigers and elephants live in India? Learn lots of interesting



Getting Started

You probably know that elephants and tigers live in Africa, but did you know that they can also be found in India? Look at the pictures of the African elephant and the Indian elephant below.



How are these two elephants different?

African elephant



Indian elephant

The story was called "Roses for Gita." Do you remember how badly she missed Earlier this year you read a story about a girl who moved to Canada from India. her grandmother who still lived in India?

she knows about India. The student will discuss what he or

If you have a globe, you may use it

about this country. What do you think it is like in India? Tell your home instructor what you know

shows the countries. Look for India. It is on the continent of Asia. Take out your atlas. Turn to the table of contents. Find a map of the world that

Find the equator

- Is India close to the equator or far away from it?
- 3. Do you think the climate in India is hot, like Egypt, or sometimes cold,

like Canada?



Take out the world map.

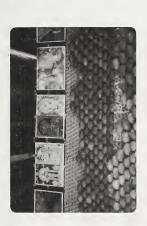
Folder. in your learning area or put it back in your Writing Find India on your map and colour the space. Label it too. When you are done, post the map



Taj Mahal

Food in India

Most people in India live in villages. Their homes are often built from mud bricks and do not have windows, so cooking is often done outdoors. Water is brought from a village well in large clay jars. These types of jars are also used to store food.



Mangoes are plentiful in certain seasons. Chickpeas and other plants related to Most villagers are farmers. Many of the people in India depend on agriculture. Rice and wheat are the main crops. Farmers also grow fruits and vegetables. beans are also grown. Fish, chickens, sheep, and goats are raised for meat. Many Indian dishes are prepared as a curry. Curry is a food cooked with a spicy sauce. The sauce is made using a curry powder or curry paste made from a combination of various spices.

cows are used to produce milk, so dairy products are plentiful. Many people from In India many people believe that cows are sacred, so they do not eat them. The India don't have electricity to refrigerate the milk, so it is often made into yogurt.

Are you ready to try a yogurt recipe from India?



Take out Super Senses!

mango: a sweet, juicy, oval-shaped fruit that has a thick, greenish peel and is orange-yellow inside It grows on a tropical evergreen tree.

chickpea: a vegetable like a green pea but bigger and light yellow Chickpeas grow in pods on a plant that originally came from Asia.

curry: food cooked with a spicy sauce or powder Curry powder is made from a blend of spices.

Find "'Round the World Recipes." Turn to page 62.

Find the recipe from India. Read the recipe.

4. The name of the food in the recipe is ____

5. You can eat this as a or a

6. What are the three main ingredients?

7. What utensils will you need?



Gather the ingredients and utensils. Follow the directions to prepare the recipe. Share the snack or salad with someone else.

The student may need help to peel and grate the cucumber.

Tell how it tasted.

8. It tasted

9. It reminded me of

Turn to the Suggested Responses on pages 96 and 97, and ask your home instructor to help you check your work.

Phonics

You have learned some rules about dividing words into syllables. Even when you know the rules, it is sometimes hard to figure out where you should divide the word. Your dictionary can help you do this.

Take out your dictionary. You know that dictionaries are helpful for finding the meaning of a word. Did you know that they also show you how to divide each word into syllables?

Look for the word ingredient in the dictionary. The word is probably written like this: inegreedient.

The dots between the letters show where to divide the words into syllables. The dots are used instead of a hyphen.



Assist the student with locating the Suggested Responses and checking the completed work.

10. The word ingredient has

three syllables two syllables four syllables

11. Use your dictionary to help you. Show how to divide each of the words below.

| isins | ucumber | cipe | ensil |
|-------|---------|------|-------|
| | | | |

O

2



learned, use the dictionary to help you. When you need to divide a word that doesn't follow one of the rules you have

to help you check your work. Turn to the Suggested Responses on page 97 and ask your home instructor

Assist the student with locating the Suggested Responses and checking the completed work.



Spelling and Handwriting



Take out your interlined notebook or interlined paper.

Look back to the spelling list on Day 11. You will make up a sentence for each spelling word and challenge word on your list.

Write the sentences in handwriting in your notebook or on your paper. Look at your handwriting chart if you need to.

Underline each spelling word.

Show the sentences to your home instructor when you are finished.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Time to get moving.

Check the handwriting for correct letter formation, correct joins, and consistent slant. Also check the sentences for spelling accuracy.

91

Silent Reading

with your home instructor. Read silently for the next 15 minutes. When you are done, discuss what you read

More About India

own food. pull equipment. India has over a billion people, yet it is able to produce most of its for a living. Most of the farming is done by hand. Cattle are sometimes used to You found out that about two-thirds of the people in India live in villages and farm

The other one-third of Indian people live and work in large cities. The cities have many industries. Factories produce cloth and clothing, tools, machinery and equipment, and leather products. Jewellery and other crafts are also produced. India exports computer software. It also has the world's largest motion-picture industry, producing more films than any other country.



Can you find any goods that were made in India? Check the tags on your clothing. Look at tags inside shoes and food labels.

12. Do you have any goods that were produced in India? If so, what are they?

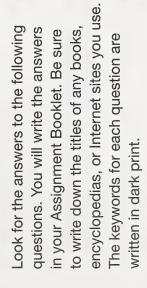
Clothing is one of the things that India exports or sells to other countries. Canada imports or buys clothing from India. 13. Why do you think Canadians buy cotton and silk clothing from India?



many beautiful temples. With such a large population, many religions are Many tourists travel to India to see its unique architecture. India has

headings and keywords. Remember, keywords are the most important Use the Internet or an encyclopedia to find out more about India. Use words.

represented, but Hinduism is the main religion in India.



What are the main languages in India? What goods does India import? What goods does India export?



export: to send goods to another country for sale

import: to bring goods in from another country

spend some time studying famous Indian buildings and sculptures. do some drawing or modelling curriculum, you may want to Afterwards, have the student To cover objectives in the art activities. Remind the student how to scan for keywords as he or she completes

If you have coins or bills from other countries, show them to your student.

rupee: the currency or money used in India

For a currency exchange calculator, go to http://finance.yahoo.com/m3?u or search using the keywords currency exchange.

Assist the student with locating the Suggested Responses and checking the completed work.





Go to Assignment Booklet 7B. Do Assignment 4: India.

Money Around the World

services of each country makes the money. People exchange money for goods and Did you know that most countries have their own type of money? The government

| 4. |
|----------------------------------|
| Б |
| 4. In Canada the money is called |
| e Je |
| money |
| <u>s</u> . |
| S |
| llec |
| |

There are _____ cents in each dollar.

Canadian money. The money in India is called rupees. A rupee is worth about three cents in

rupee may be worth more than three cents and sometimes it may be worth less. The value of money from different countries changes all the time. Sometimes a

what a rupee is worth today checking on the Internet. Ask your home instructor to show you how to find out You can find out how much a rupee is worth today by looking in a newspaper or

to help you check your work. Turn to the Suggested Responses on page 97 and ask your home instructor Your student may enjoy hearing

some folk tales from India or reading stories from *The Jungle*

Book by Rudyard Kipling.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story.

Looking Back

Have you tasted other foods from India? Did you like them? What did you learn about India that you didn't know before?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lesson.



Glossary

chickpea: a vegetable like a green pea but bigger and light yellow Chickpeas grow in pods on a plant that originally came from Asia.

curry: food cooked with a spicy sauce or powder Curry powder is made from a blend of spices.

export: to send goods to another country for sale

import: to bring goods in from another country

mango: a sweet, juicy, oval-shaped fruit that has a thick, greenish peel and is It grows on a tropical evergreen tree orange-yellow inside

rupee: the currency or money used in India

Suggested Responses

- The African elephant has bigger ears. African elephants are generally bigger than Indian elephants
- India is quite close to the equator
- 3. hot
- The name of the food in the recipe is Yogurt with Cucumber and Raisins



- 5. You can eat this as a snack or a salad.
- 6. raisins, yogurt, cucumber
- 7. a bowl, a fork, a knife, a grater
- 8. You should have accurately described the taste using words such as sweet, sour, salty, bitter, creamy, spicy, and so on.
- 9. You should have discussed another food with similar attributes. For example, you may have said that the taste reminded you of a creamy cucumber salad dressing.
- 10. The word ingredient has four syllables.
- recipe u-ten-sil recipe rec-i-pe cucumber cu-cum-ber raisins rai-sins
- Clothing, tools, and leather goods are commonly imported to Canada from 12. You should have indicated which products in your home came from India.
- 13. Neither cotton nor silk is produced in Canada, so they must be bought from other countries.
- 14. In Canada the money is called dollars. There are 100 cents in each dollar.

Module 7B: Listen, Touch, Taste

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page 84 85 86 87

- Copyright © 2004 Alberta Education and its licensors. All rights reserved. both: Copyright © 2004 Alberta Education and its licensors. All rights reserved.
- Photodisc/Getty Images Copyright © 2005 Alberta Education and its licensors. All rights reserved.
- 93 93 93 88 88 88 © 2003-2004 www.clipart.com
 - Photodisc/Getty Images
 - © 2003-2004 www.clipart.com
 - Photodisc/Getty Images
 Photodisc/Getty Images
- top: © 2003-2004 www.clipart.com
- 95 Will Woods/Digital Vision/Getty Images bottom: Photodisc/Getty Images

Day 15 A Taste of Italy

Today's recipe is from Italy. After reading the recipe and preparing it, you will learn more about the country. Do you know what goods Italy sells to other countries? You will find the answer in this lesson.

You will also learn more about how communities live peacefully.



Getting Started

Some of your favourite foods may come from Italy.

Have you ever tasted pizza, spaghetti, or lasagna?

All of these foods come from Italy.

Take out your atlas. Turn to the table of contents. Find a map that shows the continent of Europe. Look for Italy. It is on the south coast of Europe. Some people think the shape of Italy looks like a boot.



Booklet. You will use your atlas to help you answer some questions in the Assignment



Go to Assignment Booklet 7B. Do Assignment 5: Map Skills.

Look at a world map or a globe. Find the equator. Find Italy too.

- Is Italy as close to the equator as Egypt or India? ____
- 2. Do you think the climate of Italy would be warmer or cooler than India?

100

surrounded by the Mediterranean Sea, it does not get as cold as Canada does in the If you guessed that Italy is cooler than India, your answer is correct. Italy is farther from the equator, so it has a climate with warm and cool seasons. Because it is

Turn to the Suggested Responses on page 114 and ask your home instructor to help you check your work.

Now it's time to find Italy on your world map.

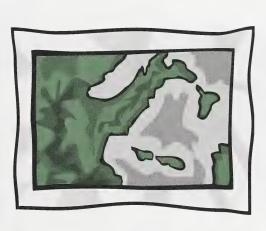


Take out the world map.

Find Italy on your map and colour the space. Label it too. When you are done, post it in your learning area or put it back in your Writing Folder.

Food in Italy

A large part of Italy is covered by mountains or hills. Many fruits and vegetables are grown in the hilly areas of Italy. Farm products in this area include grapes, olives, tomatoes, and soft fruits.



Assist the student with locating the Suggested Responses and checking the completed work.



pasta: food, such as spaghetti, macaroni, and ravioli, made from a mixture of flour and water

> beets, potatoes, and soybeans are grown on the plain. In the northern part of Italy, a large plain provides the best farmland. Grain, sugar

Cattle, pigs, goats, and sheep are raised for food

Italy is famous for its pasta, tomatoes, and olive oil. Wheat grown in northern Italy is used to make pasta and bread. These are two staple foods in Italy.

Tomatoes and olive oil are often used to make sauces that are served with pasta or bread.



3. Name two types of pasta.

is? If not, you will soon find out. The recipe you will try today is called bruschetta. Do you know what bruschetta

Bruschetta is pronounced broó-shet-ta or broó-sket-ta



Take out Super Senses!

Find "'Round the World Recipes." Turn to page 63.

Find the recipe from Italy. Read the recipe.

4. You can eat this as a

o a

5. Name three of the main ingredients.

6. What utensils will you need?

Gather the ingredients and utensils. Follow the directions to prepare the recipe. Share the snack with someone else or serve it with your family's next meal.

Tell how it tasted.

- 7. It tasted
- 8. It reminded me of

Turn to the Suggested Responses on pages 114 and 115, and ask your home instructor to help you check your work.

Module 7B: Listen, Touch, Taste



Dried basil may be substituted for the fresh basil. You may need to help the student cut the bread or chop the tomatoes. Assist the student with locating the Suggested Responses and checking the completed work.



Phonics

days you will learn more rules for dividing words. You have learned some rules for dividing words into syllables. Over the next few

You can use patterns to help you divide words into syllables. Look at the word below:

finish

Think about which of the letters in the word are consonants and which are vowels.

The consonant and vowel pattern in finish is

consonant, vowel, consonant, vowel, consonant, consonant

To make the pattern easier to see, write c for consonant and v for vowel: cvcvcc.

| f i n i s h — the w | ←— the pa | C | С | < | 0 | < | C |
|---------------------|-----------|---|---|---|---|---|---|
| | ←— the w | 5 | S | | n | i | + |

oattern vord

9 Is the first vowel in finish long or short?

word and the first vowel is a short vowel, the word is divided after the consonant. When you see the pattern vowel, consonant, vowel (or vcv) in the middle of a

fin-ish



10. Use the letters c and v to show the consonant and vowel patterns in each of the following words.

| ٩ | | |
|---|-----|--------|
| | ۱ ۱ | |
| ב | | S |
| 0 | | 2 |
| _ | | 0 |
| Ð | | 1 2000 |
| E | | |
| | | |

| + | |
|----------|--|
| M consta | |
| q | |
| a | |
| ٩ | |

O

Ε

- 11. Which words have the vcv pattern in the middle?
- 12. Is the first vowel short or long in these vcv words?
- 13. Divide the vcv words into syllables.

melon_____habit

timid

Rule 6: When a single consonant comes between two vowels in a word, the word is usually divided after the consonant if the first vowel is short.

lem-on

CVC-VC

Use this rule and pattern to help you with the next activity.



of lined paper the page. If you need more room to finish the paragraph, write on a sheet Do page 169. Use the words to write a short paragraph at the bottom of Go to your Phonics book for more practice dividing words into syllables.

instructor to help you check your work. Turn to the Suggested Responses on pages 115 and 116, and ask your home

excellen

Spelling

the completed work.

Assist the student with locating the Suggested Responses and checking

words you wrote in your Day 11 spelling activity It's time to practise your spelling words. Look back to the list of

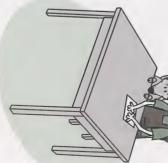
Use the look, cover, spell, and check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind

Spell: Try to write the word

Check: See if you got it right or where you went wrong.



(106)



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



More About Italy

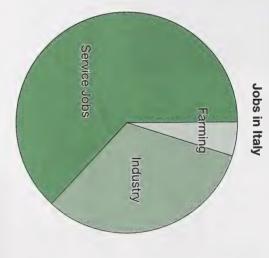
You have learned about several countries where most people live in small farming communities. Italy is an **industrialized** country. That means that there are many factories or industries.

industrialize: to develop a lot of large industries in a place, especially manufacturing industries



Explain that industrialized countries have many jobs in manufacturing or industries other than agriculture. Industrialized countries also tend to have many jobs in the service sector.

working in service jobs. manufacturing. Service jobs include people who provide helpful or useful action in industries and for other people. Most industrialized countries have many people The graph below tells you about jobs in Italy. Industry is the business of



14. More people in Italy work at than any

other type of work.

15. The fewest people work at

sells goods, such as clothing, shoes, machinery, vehicles, fruit, grapes, olives, by water. This means that Italy can use ocean-going ships to carry its products. When you looked on the map, you probably noticed that Italy is mostly surrounded wine, and chemicals, to other countries These ships carry goods made or grown in Italy to people in other countries. Italy

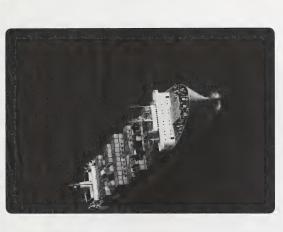


The same boats can bring back products that people in Italy need. Italy imports oil and minerals from other countries.

16. The people who work on the boats have

industry jobs farming jobs service jobs

- In Italy boats are better than trucks for moving goods because
- Italy has mountainsItaly has no deserts
- most of Italy is surrounded by water



Look in your cupboards and closets. Do you have any products that were made in

I found these products from Italy:

19. Why do you think Canadians buy olive oil from Italy?

Turn to the Suggested Responses on pages 116 and 117, and ask your home instructor to help you check your work.

Help your student find products from Italy. Olives, olive oil, fancy vinegars, shoes, and clothing are commonly imported to Canada from Italy.

Assist the student with locating the Suggested Responses and checking the completed work.



To cover objectives in the art curriculum, you may want to spend some time studying famous Italian paintings and sculptures with your student. Then have the student do some painting activities. Discuss some famous Italian painters or sculptors.

Tourism

service jobs. works of art. Many people from other countries visit Italy. Tourism provides many Italy is a very scenic country. It also has many old and beautiful buildings and



Money and Language

A few years ago each country in Europe had its own type of money. This made it hard to trade goods back and forth, so some countries decided to get together and use the same type of money.

Italy is one of the countries that chose to use this new money.

Now it's your turn to do some work. Find out what the new European money is called. Also find out how much it is worth in Canadian money.



Discuss where the student is likely to find this information. If necessary, suggest asking someone or looking in an encyclopedia, in a newspaper, or on the Internet.

in Canadian money. is worth about 20. European money is called 21. A

What language do people in Italy speak?

22. The main language in Italy is ____

Turn to the Suggested Responses on page 117 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.



government

Living Together Peacefully

people manage to get along with each other and live peacefully together? You have learned about many different countries. Have you ever wondered how

that tell you how to treat other people. things. There are traffic laws, community laws, and business laws. There are laws people what things they can and cannot do. There are laws or rules for many In every country there are laws or rules that people must follow. The laws tell

23. What is one traffic law you know?

24. Are you allowed to throw your garbage out on the street? Think of a rule in your community about garbage.

People who do not follow the rules may be fined or put in jail Communities have a police force to help make sure everyone follows the rules. Laws help everyone get along because everyone knows how they should behave.

are expected to follow their laws. The laws may be different in different countries. If you visit another country, you

to help you check your work. Turn to the Suggested Responses on page 117 and ask your home instructor

Assist the student with locating the Suggested Responses and checking the completed work.

This would be the perfect time to enjoy some Italian folk tales. See the additional resources listed in

the Home Instructor's Guide for

suggestions.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story your home instructor will read to you.

Looking Back

What did you find most interesting about Italy? What is your favourite Italian food? How could you learn more about Italy?





The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

industrialize: to develop a lot of large industries in a place, especially manufacturing industries

law: a rule made by a government

pasta: food, such as spaghetti, macaroni, and ravioli, made from a mixture of flour and water

Suggested Responses

- 1. no
- Since Italy is farther from the equator, its climate would be cooler than that of India
- ယ Answers will vary. Some common types of pasta are macaroni, spaghetti, lasagna noodles, fettuccini, penne, linguine, ravioli, and rigatoni
- You can eat this as a first course (appetizer) or a snack.
- S Any three of the following answers is correct: bread, tomatoes, olive oil, or basil leaves
- တ You need a knife to cut the bread and tomato. You need a pastry brush for the olive oil.



- 7. You should have accurately described the taste using words such as sweet, sour, salty, bitter, spicy, juicy, tangy, oily, and so on.
- 8. You should have discussed another food with similar attributes. For example, you may have said that the taste reminded you of a bacon and tomato sandwich.
- 9. short

| _ | _ |
|----|---|
| ב | 0 |
| 0 | ٧ |
| _ | O |
| 9 | > |
| ٤ | O |
| 0. | |

| - | 0 |
|---|---|
| | ۸ |
| q | ၁ |
| a | ^ |
| ٦ | O |
| | |

| S | ပ |
|---|---|
| n | O |
| 0 | > |
| | > |
| - | S |

| р | C |
|---|---|
| | ٨ |
| Ε | С |
| | > |
| + | O |

- 11. melon, habit, timid
- 12. short
- 13. mel-on, hab-it, tim-id

| Phonics | | Page 169 |
|------------|-------------|----------|
| 1. rob-in | 9. riv-er | |
| 2. cab-in | 10. clev-er | |
| 3. fig-ure | 11. cov-er | |
| 4. wag-on | 12. vis-it | |
| 5. trav-el | 13. shad-ow | |
| 6. pal-ace | 14. mod-el | |
| 7. stat-ue | 15. doz-en | |
| 8. fin-ish | | |
| | | |

words as possible. You should have written a short paragraph that uses as many of the above

- 14. More people in Italy work at service jobs than any other type of work.
- 15. The fewest people work at farming.
- 16. The people who work on the boats have service jobs.
- 17. In Italy boats are better than trucks for moving goods because most of Italy is surrounded by water.
- 18. You should have indicated which products in your home came from Italy. to Canada from Italy. Olives, olive oil, fancy vinegars, shoes, and clothing are commonly imported

- 19. Olives are not grown in Canada, so olive oil must be purchased in other countries
- 20. European money is called the euro.
- 21. The value of the euro may vary. Check the currency exchange rates in the newspaper or on the Internet for the exact value.
- 22. The main language in Italy is Italian.
- stopping at stop signs, obeying traffic lights, and following speed limits. 23. Answers will vary. You may have written about any traffic law, such as
- laws. For example, your community may have garbage picked up on a certain day or you may have a place where you can take your garbage and items for community. Your answer should reflect an understanding of the community 24. Answers will vary depending upon the way garbage is handled in your recycling.



Image Credits

following noted exceptions: All images in this lesson were created by or for Alberta Education with the

- Copyright © 2005 Alberta Education and its licensors. All rights reserved.
- Photodisc/Getty Images
- © 2004-2005 www.clipart.com
- Digital Vision/Getty Images
- 100 101 102 103 107 Digital Vision/Getty Images
- bottom: Digital Vision/Getty Images top: Photodisc/Getty Images
- 109 110 Photodisc/Getty Images
- bottom left: Copyright © 2004 Alberta Education and its licensors. All rights reserved. top: Photodisc/Getty Images bottom right: Copyright © 2005 Alberta Education and its licensors. All rights reserved.
- 111 © 2006 JUPITERIMAGES, and its licensors. All rights reserved.
- 113 Copyright © 2005 Alberta Education and its licensors. All rights reserved.

Day 16 A Taste of Mexico

Your trip around the world ends today in Mexico. You will prepare a recipe from Mexico and find out more about this country. You will also have fun doing an art project and learning about one of Mexico's traditions.



The student will discuss what he or she knows about Mexico.

Getting Started

tasted Mexican food? Tell your home instructor what you know. What do you know about Mexico? Do you know where Mexico is? Have you

continent of North America. Find Mexico. It is in the southern part of North America. Take out your atlas. Turn to the table of contents. Find a map that shows the

Mexico is

north of Canada southeast of Canada south of Canada

- Ņ To travel by road from Canada to Mexico, you would have to drive through
- ယ The capital city of Mexico is
- The ocean on the west side of Mexico is called the

Look at a world map or a globe. Find the equator. Find Mexico too.

- Is Mexico closer to the equator than Canada?
- <u></u> Do you think the climate of Mexico would be warmer or cooler than Canada's climate?

Now it's time to find Mexico on your world map.



Take out your world map.



Find Mexico on your map and colour the space. Label it too. When you are done, put your map back in your Writing Folder. You will send it to your teacher on Turn to the Suggested Responses on page 133 and ask your home instructor to help you check your work.

Food in Mexico

Mexico is closer to the equator, so its climate is warmer. Climate dictates what If you guessed that Mexico is warmer than Canada, your answer is correct. foods can be grown. Mexico, like Italy, is a mountainous country. The mountainous regions of Mexico are cooler than the lower areas. Coffee is grown in the mountainous parts of Mexico.

chickens are raised for meat. Cows are also used to produce dairy products. Beans, rice, wheat, coffee, fruit, and tomatoes are also grown. Cattle and Fish and shellfish are caught in the oceans.

Assist the student with locating the Suggested Responses and checking the completed work.



tortilla: a thin, round, flat kind of bread made from cornmeal or flour and fried

> you have probably guessed, Mexican food often includes food made from corn. to have been grown in Mexico first? Corn is one of the staple foods in Mexico. As you ever eaten corn tortillas? Beans also grow well in Mexico and are eaten often. Corn is often ground into flour and made into a flatbread called a tortilla. Have Did you know that corn, one of the world's most important grain crops, is thought

and tomatoes. The corn tortillas are fried and shaped into taco shells. The recipe you will try today is called tacos. It is made from corn tortillas, beans,



Take out Super Senses!

Find "'Round the World Recipes."
Turn to page 63.

Find the recipe from Mexico. Read the recipe.



- 7. You can eat this as a _
- 8. Name the main ingredients

| groups? |
|-----------------------|
| food |
| four |
| a |
| from |
| foods |
| t tacos contain foods |
| tacos |
| that |
| notice |
| you |
| Did |

- food group. 9. The beans are from the
- food group. 10. The taco shells are from the
- food group. 11. The cheese is from the
- 12. The lettuce and tomatoes are from the food group.
- 13. What utensils will you need?

Gather the ingredients and utensils. Follow the directions to prepare the recipe. Serve the tacos for your family's next meal.

Tell how it tasted.

14. It tasted

15. It reminded me of ___



Canned refried beans or fried ground beef may be substituted for black beans. Hot peppers and spices may be added to the beans or ground meat if you like. You may need to help the student chop the tomatoes or shred the cheese.



Assist the student with locating the Suggested Responses and checking the completed work.

began on Day 9. each recipe tasted. Add these words to the chart of sensory words that you Look back to Days 12, 13, 14, and 15. Find the words you used to describe how

instructor to help you check your work. Turn to the Suggested Responses on pages 133 and 134, and ask your home

Phonics

to divide words into syllables. You found the pattern vcv in words You learned that the pattern of vowels and consonants can help you decide where

16. Look at the words below. Put a check mark beside each word that has a vcv pattern.

| habit | children | cabin |
|--------|----------|----------|
| yellow | silver | wagon |
| visit | modern | seedling |

- 17. When you see the vcv pattern in a word and the first vowel is short, you usually divide the word
- after the consonant
- after the second vowel
- after the first vowel
- before the consonant

Use this rule and the vcv pattern to help you with the activity in your Phonics book.



Go to your Phonics book for more practice dividing words into syllables. Do page 170. Turn to the Suggested Responses on pages 134 and 135, and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

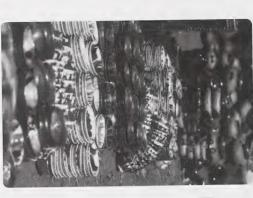


Assist the student with locating the Suggested Responses and checking the completed work.



Silent Reading

with your home instructor. Read silently for the next 15 minutes. When you are done, discuss what you read

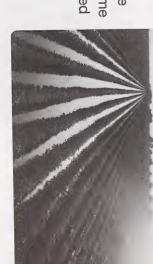


More About Mexico

Mexico, like Canada, has large reserves of oil and natural gas. Many different minerals are also found in Mexico. Silver, zinc, and mercury are mined. Mexican craftspeople create beautiful jewellery from the silver.

Mexican artists are also well known for their pottery and woven goods, such as rugs, hammocks, and cloth.

Since Mexico has many mountains, there is not much land for grain farming. In some areas it is very dry. Irrigation is often used to help grow crops, such as fruits and vegetables.



irrigation: to bring water to an area of land using ditches, pipes, and sprinklers Mexico is becoming more industrialized. Goods, such as processed foods, drinks, tobacco, iron, clothing, vehicles, and electronic products, are made in factories. Canada and the United States trade many goods with Mexico. Mexico sells much of its oil and gas to the United States. Mexico trades oil and gas for machinery, consumer goods, aircraft and vehicle parts, and chemicals.

Canada gets many fresh fruits and vegetables from Mexico, especially in the winter. Next time you go to the grocery store, check the fruits and vegetables. How many can you find from Mexico?

Tourism is an important service industry in Mexico. People from colder climates enjoy Mexico's beautiful beaches and warm weather.



In your Assignment Booklet, you will read and compare graphs about jobs in Mexico and in Canada. You will answer some questions too.



Go to Assignment Booklet 7B. Do Assignment 6: Comparing Graphs.

The student is asked to check at a grocery store for products from Mexico. Ask the student to make a list of Mexican products that are found.



Mexican People

Like Canada and the United States, people lived in Mexico long before Europeans came. There are many different groups of indigenous people in Mexico.

European people from Spain arrived in Mexico about 500 years ago looking for gold and silver.



Spanish is the main language in Mexico. Today most people in Mexico are a mixture of Spanish and indigenous heritage.

A Mexican Tradition



Like any group of people, the people in Mexico have many interesting traditions and customs.

Have you ever heard of a piñata (pin ya te)?

A piñata is a Mexican tradition for children. On special occasions, such as birthdays or Christmas parties, a hollow papier-mâché shape is filled with candy, fruit, nuts, and small gifts. A blindfolded child tries to hit the piñata with a stick. When the piñata is broken, all the children scramble to gather up the goodies.

A piñata makes a great treat for a special occasion when several

children will be present.

takes longer. You use papier-mâché to create the piñata. Then you must let it dry is a quick way to make a piñata. You use a heavy paper bag to make it. Piñata 2 The following instructions will show you how to make your own piñata. Piñata 1 and decorate it.

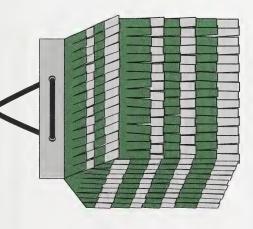
Choose Piñata 1 or Piñata 2.

Piñata 1

You can make a simple piñata from a paper bag.

Gather the following supplies:

- a large paper bag
- heavy string or yarn
- tissue paper or crêpe paper streamers
- scissors and glue
- stapler
- hole punch



Here are the steps you must follow:

- Fill the bag about half full with small toys, candies, balloons, or anything else
- Roll the top of the bag down and staple it.
- Punch two holes in the top.

Module 7B: Listen, Touch, Taste

129

Supervise this activity to be sure all participants stay well back when the piñata is being struck.

- Cut strips of tissue paper or use crêpe paper to make a fringe.
- Cover the bag with the fringed paper.



- Thread heavy string or yarn through the holes in the top of the bag. Tie the bag to a tree branch or some other place where it can hang freely.
- Gather some friends. Take turns wearing a blindfold and trying to hit the piñata with a broomstick or other small stick.

Piñata 2

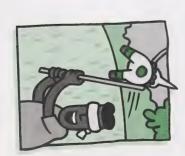
This piñata takes longer to make but is much stronger.

Gather the following supplies:

- a very large round balloon
- wallpaper paste or flour
- newspaper
- heavy string or yarn
- tissue paper or crêpe paper streamers
- scissors



- Blow up and tie the balloon.
- Tear the newspaper into strips.



- Mix flour and water or wallpaper paste and water until the mixture is about as thick as syrup.
- Dip a strip of newspaper into the paste and smooth the strip over the balloon. Keep adding newspaper strips until the balloon is completely covered with
- in glue. Smooth the paper with your fingers and add extra paste on the top to Let the paper and glue dry slightly, then add one more layer of paper dipped create a smooth surface.
- Let the shape dry for several days.
- When it is dry, make a small hole in the top with a knife. Pop the balloon if it has not already popped. Remove the balloon from the inside of the shape.
- Cut strips of tissue paper or use crêpe paper to make a fringe.
- Cover the papier-mâché ball with the paper fringe. You can glue on paper features to decorate it like a sun, a face, or an animal.
- Fill the hollow ball half full with small toys, candies, balloons, or anything else
- Wrap heavy yarn or string around and around the ball in several directions. Tie the ball to a tree branch or some other place where it can hang freely.
- Gather some friends. Take turns wearing a blindfold and trying to hit the piñata with a broomstick or other small stick. Have fun!

Module 7B: Listen, Touch, Taste

Supervise this activity to be sure all participants stay well back when the piñata is being struck.

There are several books available about Mexican piñatas. The story Pancho's Piñata by Stefan Czernecki and Timothy Rhodes or Nine Days to Christmas by Marie Hall Ets and Aurora Labastida are excellent choices. Other Mexican folk tales would extend your student's understanding of Mexican culture.

You may wish to extend your student's knowledge of Mexican traditions by using additional resources to study the music, folk dances, or stories of Mexico.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Story Time

will read to you. It's time to find a comfortable spot, relax, and enjoy the story your home instructor

Looking Back

What activity did you enjoy most today? Do you like learning about Mexico? How did the tacos turn out?

Journal Entry



Glossary

irrigate: to bring water to an area of land using ditches, pipes, and sprinklers

tortilla: a thin, round, flat kind of bread made from cornmeal or flour and fried

Suggested Responses

- 1. Mexico is south of Canada.
- To travel by road from Canada to Mexico, you would have to drive through the United States. ر.
- 3. The capital of Mexico is Mexico City.
- 4. The ocean on the west side of Mexico is called the Pacific Ocean.
- 5. yes
- 6. The climate in Mexico is warmer than that in Canada because Mexico is closer to the equator than Canada is.
- 7. You can eat this as a complete meal.
- 8. black beans, taco shells, cheese, lettuce, tomatoes
- 9. The beans are from the meat and meat alternatives food group.

133

- 10. The taco shells are from the cereal and grain food group.
- 11. The cheese is from the dairy food group.
- 12. The lettuce and tomatoes are from the fruit and vegetable food group.
- 13. a bowl, a shredder, a knife
- 14. You should have accurately described the taste using words such as sweet, sour, salty, bitter, spicy, tangy, oily, and so on.
- 15. You should have discussed another food with similar attributes. You may have taco? tasted taco-flavoured snacks or chips. Would you say they taste like a real

| habit | children | 16. cabin |
|--------|----------|------------------|
| yellow | silver | wagon/ |
| visit | modern/_ | seedling |

- 17. When you see the vcv pattern in a word and the first vowel is short, you usually divide the word
- after the consonantafter the second vowelafter the first vowelbefore the consonant

| Phonics | Pag | Page 170 |
|---|---|----------|
| 1. cab-in 2. trav-el 3. mag-ic 4. vis-it 5. fig-ure | 6. pal-ace 7. ev-er 8. riv-er 9. wag-on 10. clev-er | |
| 11. clever 12. cabin 13. travel 14. wagon 15. river | 16. palace 17. visit 18. magic 19. figure 20. ever | ` |

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:

Page

- all: Copyright © 2005 Alberta Education and its licensors. All rights reserved. 119
 - © 2004-2005 www.clipart.com 122 121
 - Digital Vision/Getty Images
- © 2004-2005 www.clipart.com
 - Eyewire/Getty Images 123
- left: Copyright © 2004 Alberta Education and its licensors. All rights reserved. right: Photodisc/Getty Images 125 126
 - Copyright © 2004 Alberta Education and its licensors. All rights reserved. 127
- top: Copyright © 2004 Alberta Education and its licensors. All rights reserved. 128
 - bottom: Photodisc/Getty Images
- bottom: © 2003–2004 www.clipart.com © 2004–2005 www.clipart.com 130

Images and the Senses

How do authors describe things so clearly that you can almost taste or feel them? As you read two poems today, you will think about this question.

On Day 13 you learned that people from Canadian communities work with people in world communities to lessen poverty and hunger. You will find out more about some groups that help communities all over the world.



Getting Started

Do you remember the story "Morning on the Lake"? Do you remember "The Best Thing I Never Saw"? Think about these two stories.

 What image do you see in your mind when you think of "Morning on the Lake"?



2. What image do you see in your mind when you think of "The Best Thing I Never Saw"? The authors of these stories are so good at describing what is happening that you almost feel like you are there. Good authors know how to use words that describe how things taste, smell, look, feel, and sound. Good authors often compare objects to help you understand the descriptions.

Authors of poems try to give you an image or an understanding of an experience using only a few lines. What is your favourite poem? Why do you like this poem? What does your favourite poem tell about? Tell your home instructor.

Discuss the student's favourite poem. It may be a poem that was read this year or a favourite from years past.



"Chimes and Tingles"



Take out Super Senses!

Turn to the Contents page. Find "Chimes and Tingles."

3. "Chimes and Tingles" is on page _____

Turn to that page.

Look at the picture on page 66.

4. What are the children doing?



5. Have you ever tasted an icicle?

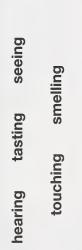
Look at the picture on page 67.

What are the children doing? _

What do you think the poem will be about? __

Read "Icicles." If you have difficulty reading any of the words, break the word into syllables and read each part.

- 8. How many verses does the poem have?
- 9. How can you tell where a verse ends and a new verse begins?
- 10. Read each verse again. Tell which sense or senses each verse asks you to use.



First verse:

Second verse:

Fourth verse: Third verse:



The author of the poem compares the icicles to several things.

a glass 11. She compares the icicles to a cold

and a crystal

Module 7B: Listen, Touch, Taste

Suggested Responses and checking Assist the student with locating the 14. How would the icicle sound as it fell? 13. How would the icicle look when the sun shone? 12. How would the icicle feel in your mouth? These comparisons help you picture the icicles in your mind. Use your imagination. instructor to help you check your work. 15. How would the snow look after the icicle fell into it? you experience the rain. 16. How many verses does the poem have? Read "Summer Rain" on page 67. Turn to the Suggested Responses on pages 149 and 150, and ask your home 18. She compares the touch of the rain to salt on your The author of this poem also uses comparisons to help In the first verse the author invents a colour. What colour does she say the rain is?

the completed work.



and stars on your

She compares the smell of the rain to a _____

Your home instructor will read the poem aloud to you. Listen to the sound of the

20. What do you notice about the sound of the words?



The sound of the words is important to some poetry. In this poem the words almost sound like raindrops falling. The rhyming words give the poem a rhythm like falling rain.

Have you ever seen a sprinkle of rain leave dots on a dusty road? Do you think it looks like million-dot freckles? Tell your home instructor about a time you were out in the rain.

Turn to the Suggested Responses on page 151 and ask your home instructor to help you check your work.

Sensory Words

The words and phrases that an author uses help you imagine the experience. Look carefully for words and phrases that describe the icicles and the summer rain. Add these words to the chart of sensory words you have been working on.



Read the poem aloud to the student.

Discuss the student's experiences with rain.

Assist the student with locating the Suggested Responses and checking the completed work.

Assist the student in locating the descriptive words and phrases in the poems and add them to the chart of sensory words.



Your Opinion

Which poem do you like better? You will explain your answer in Assignment Booklet 7B.



Go to Assignment Booklet 7B. Do Assignment 7: My Favourite Poem.

Spelling

your final spelling test. Today you will review the spelling words for the last time. On Day 18 you will write

spelling words and challenge words. Look back to the list on Day 2. Choose one of the activities below. Practise your

 Write the words in alphabetical order in handwriting.

activities.

When the student has chosen and completed an activity, check for spelling accuracy. If the student is still having difficulty with the words, assign more practice

- Find each word in the dictionary, write the word, and write one meaning for it.
- Spell each word using sign language.
 Look back to Day 16 of Module 6.
 Practise spelling the word and then show your home instructor.



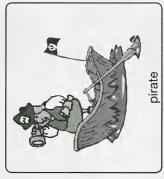
- the second syllable in blue. If there are more than two syllables, choose a Look for the syllables in each word. Write the first syllable in red. Write different colour for each syllable.
- Spell each word by gluing letters cut from newspapers or magazines onto a sheet of paper.

Phonics

What happens if the first vowel is long? Look at the following words. You know how to divide words with a short vowel and a vcv pattern.







21. The first vowel in each of these words is

long short silent

22. Circle the letters that make the vcv pattern in each of the words below.

bold spider music pirate

Module 7B: Listen, Touch, Taste

before the consonant. When the first vowel is long in a word with a vcv pattern, the word is divided

spi-der mu-sic pi-rate

Rule 7: When a single consonant comes between two vowels in a word, the word is usually divided before the consonant if the first vowel is long.

Use this rule and vov pattern to help you with the activity in your Phonics book.



Do page 171. Go to your Phonics book for more practice dividing words into syllables.

Turn to the Suggested Responses on page 151 and ask your home instructor to help you check your work.

the completed work.

Assist the student with locating the Suggested Responses and checking



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Groups That Make a Difference in the World

way people in the world think about things. There are also many groups that make You have read about people who have changed communities and changed the with others. Some groups share food, supplies, knowledge, or skills with other a difference in the world. Some of these groups help countries live peacefully communities.

The United Nations

One of the most important world groups is the United Nations. Most countries in the world belong to the United Nations. The headquarters for the United Nations is in New York City in the United States. Each country sends representatives to meetings. The group tries to help countries solve problems.

When a country has a problem with a neighbour or within the country, they ask for help. The other countries discuss the problem and try to find a solution that is fair for everyone. The United Nations tries to prevent wars between countries.



representative: a person chosen to act or speak for others



disaster: an event that causes much suffering or loss Floods, fires, and wars are some examples of disasters.

election: a system where the people of a country, club, or organization vote for representatives to form a government or other governing group

> countries may help. help to organize an election or to learn new ways to farm or start industries, other disaster, other member countries may send food or supplies. If a country needs The United Nations also tries to help in other ways. If a country has a drought or

education, to have a job, and to have access to health-care services. water, and shelter. Everyone is also entitled to be safe, to have a chance to get an agree that all humans should have certain rights. Everyone is entitled to have food, The United Nations tries to protect the rights of all people. Most people in the world

23. One way that the United Nations helps countries is _

Other Groups

them work toward these rights There are hundreds of world groups that help protect the rights of people or help

A group called Habitat for Humanity travels to many countries to build homes. people who cannot afford a home for their family. The members of this group volunteer their time and knowledge to build homes for

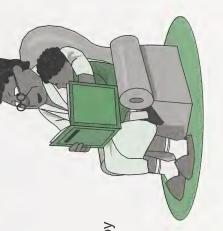
they also train them to become peacekeepers themselves help keep peace in areas where there has been war. As they keep the people safe The Canadian Peacekeepers are a group of Canadian soldiers who are trained to 24. Do you know what group a red cross on a white background stands for?

In Muslim countries, the red crescent is used the same way as the red cross.

25. Look through newspapers, magazines, or the Internet. Find at least three groups that help people around the world. Turn to the Suggested Responses on page 152 and ask your home instructor to help you check your work.

Story Time

It's time to find a comfortable spot, relax, and enjoy the story.



crescent: a curved shape like that of the moon when it is less than half illuminated **3**

Assist the student with locating the Suggested Responses and checking the completed work.

Looking Back

How do authors create clear images? Do you think it makes a story or poem more interesting when the author makes you use all your senses?



I like stories and poems that make me feel like I am touching, tasting, hearing, and smelling things as well as seeing them. How about you?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

crescent: a curved shape like that of the moon when it is less than half Illuminated 3

disaster: an event that causes much suffering or loss Floods, fires, and wars are some examples of disasters.

election: a system where the people of a country, club, or organization vote for representatives to form a government or other governing group

representative: a person chosen to act or speak for others

Suggested Responses

- recall the loons with their white-striped necklaces. You may have recalled how 1. and 2. Answers will vary. Any scene from the stories is acceptable. Look back to the stories in Super Senses! to confirm your answers. Perhaps you can in the second story it grew dark and still during the eclipse.
- 3. "Chimes and Tingles" is on page 66.
- 4. breaking icicles from a roof and sucking them
- 5. The answer should indicate your experience with tasting icicles.
- 6. dancing in the rain

Module 7B: Listen, Touch, Taste

- 7. You are making a prediction. Any reasonable answer is acceptable. You may probably guessed it will be about rain. have guessed that the poem will be about dancing or celebrating, and you
- φ. four
- 9. There is a space between each verse
- First verse: tasting, seeing Second verse: tasting, touching Third verse: seeing, hearing
- She compares the icicles to a cold sword, a glass xylophone, and a crystal harp. Fourth verse: seeing, hearing
- 12. You should have used words that describe how the icicle would feel in your appropriate word mouth. The words may include cold, icy, sharp, metallic, watery, or any other
- 13. You should have used words that would describe how the icicle would look in or any other appropriate word. the sunshine. The words may include sparkling, shiny, clear, glinting, dripping,
- 14. You should have used words that would describe how the icicle would sound appropriate word. as it fell. The words may include chiming, crashing, tinkling, or any other
- 15. You should have used words that describe how the snow would look after other appropriate word the icicle fell. The words may include punctured, pockmarked, dented, or any

- 16. four
- 17. greensilver
- 18. She compares the touch of the rain to salt on your nose and stars on your toes.
- 19. She compares the smell of the rain to a cinnamon geranium.
- 20. Answers may vary. You may have said the words sound like the pitter-patter of summer rain, they have a rhythm and a rhyme, or they make you think of rain.
- 21. The first vowel in each of these words is long.
- 22. Bold does not contain a vcv pattern. spider music

pirate

| Phonics | Page 171 |
|------------|-------------|
| 1. li-lac | 10. pi-lot |
| 2. po-lar | 11. co-zy |
| 3. spi-der | 12. mo-tel |
| 4. fro-zen | 13. Da-vid |
| 5. mo-ment | 14. mu-sic |
| 6. la-zy | 15. ti-ger |
| 7. pu-pil | 16. bro-ken |
| 8. la-dy | 17. fa-mous |
| 9. pi-rate | 18. pa-per |
| | |

Module 7B: Listen, Touch, Taste

The sentence at the bottom of the page should include several words from the

- 23. You may have included any one of the following points: to advise countries about solving problems, to provide assistance with disasters, or to protect the rights of the people.
- 24. The Red Cross is an organization with branches in many countries. Its goal is the lives of other people. them with help. It also tries to prevent suffering by promoting laws to improve to protect the lives and dignity of victims of war and disasters and to provide
- 25. You should have listed at least three groups that work with global communities. Answers will vary widely depending upon the sources that you used. Answers may include World Health Organization, World Trade Borders, or the World Food Program. Fund, World Vision, UN Children's Fund (UNICEF), Oxfam, Doctors Without Organization, World Food Bank, Red Cross, World Relief and Development

Image Credits

following noted exceptions All images in this lesson were created by or for Alberta Education with the

Page

- 136 Photodisc/Getty Images
- 137 Copyright © 2005 Alberta Education and its licensors. All rights reserved
- 138 Photodisc/Getty Images
- 139 both: © 2003-2004 www.clipart.com
- © 2003-2004 www.clipart.com
- top: Photodisc/Getty Images bottom: © 2003-2004 www.clipart.com

- © 2003-2004 www.clipart.com
- all: © 2003-2004 www.clipart.com
- 144 Will Woods/Digital Vision/Getty Images Eyewire/Getty Images
- © 2005-2006 www.clipart.com

Use All Your Senses



In Modules 6 and 7 you discovered many things about the senses. You have looked, smelled, listened, tasted, and touched to find out more about the world. You have tried experiments, followed recipes, and created a piñata. You learned that good authors choose words and phrases that give a clear image.

Today you will have a chance to show what you have learned. Use all your senses as you write and illustrate a poem.

Ask the student to read the words from the chart aloud.

Add other words as they are suggested by the student.

Getting Started

instructor. Read the words and phrases you have gathered. Say them aloud to your home Look at the Sensory Words Chart that you have been working on in this module

Try to think of more words for each column and add them to the chart.

Student Writing

write about something that they have experienced themselves You have learned that authors use words that involve the senses. Authors often

were written by students. Before you write your own poem, you will take a look at a poem and a story that



Take out Super Senses!

Turn to the Contents page. Find "Touch" and "The Skunk." Find the page they are on. Turn to that page.

Read "Touch." Also read what Kyle said about his poem.



| _ |
|---------------------|
| 6. |
| <u> </u> |
| ž |
| ŏ |
| $\tilde{\Xi}$ |
| 0 |
| 0 |
| S |
| Φ |
| \circ |
| \subseteq |
| Φ. |
| <u>~</u> |
| ě |
| \rightarrow |
| ര |
| experience so clear |
| he |
| + |
| _ |
| Φ |
| Ω |
| = |
| ō |
| Ĕ |
| 5 |
| 2 |
| (1) |
| ÷ |
| |
| |
| O |
| O |
| - |
| \sim |
| 5 |
| > |
| |
| - |
| |

2. Do you think Kyle did a good job of describing the experience? Why or why not?

Sometimes authors use their own experiences to tell about a character's adventures.

Read "The Skunk."

3. How do you think Ross knew so much about skunks?



4. Which senses does Ross use in his story?

hearing seeing tasting smelling touching

5. Why did Marc have a bath in tomato juice?

155

Assist the student with locating the Suggested Responses and checking the completed work.

တ Write one or two sentences to describe what it would be like to have a bath in tomato juice. How would it feel, smell, and look?

instructor to help you check your work. Turn to the Suggested Responses on pages 167 and 168, and ask your home

Your Turn to Write

Turn back to page 66 in Super Senses!

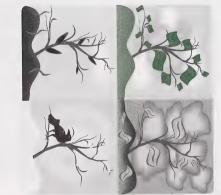
The poems on pages 66 and 67 describe two different times of the year.

7. The poem "Icicles" tells about

summer winter fall

Think about your favourite season.





Think about an experience that happened in your favourite season and involved one or more of your senses. Choose an experience that you remember clearly.

9. An experience that happened to me is _

Name an important object, animal, or person from your experience.

Turn to the Suggested Responses on page 168 and ask your home instructor to help you check your work.

Now you will write a poem about the object, animal, or person in your experience. Use your Sensory Words Chart and your memory of the experience to help you. Choose words and phrases that describe as many senses as you can.

You will use the pattern from "Icicles" to write your poem. Look carefully at the poem. The first two verses ask the reader a question about icicles. The third verse tells how the icicles looked. The last verse tells about something the icicles did.

Follow the pattern on the next page to write the first draft of your poem.

I could feel the warmth of the horse and how its muscles rippled beneath me as it moved.



Assist the student with locating the Suggested Responses and checking the completed work.



| or person you chose. | First verse: Ask a question that involves the senses and the object, ani |
|----------------------|--|
|----------------------|--|

Have you.

| animal or person you chose. |
|-----------------------------|
|-----------------------------|

Have you Third verse: Tell how the object, animal, or person looks, sounds, smells, tastes,

or feels. Compare the object, animal, or person to something else.

involves at least one of the senses. Fourth verse: Describe something the object, animal, or person does that

You will edit and rewrite your poem later today.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 7B. Do Assignment 8: Spelling Test.



Phonics

On Day 9 you learned a rule to help you divide words with a vcv pattern and a first vowel that is long.

11. Write Rule 7 on the following lines. See page 144 if you need help.

Use this rule to help you do the work in your Phonics book.

Refer to the Home Instructor's Guide for the spelling dictation.



Assist the student with locating the Suggested Responses and checking the completed work.



Do page 172. Go to your Phonics book for more practice dividing words into syllables.

instructor to help you check your work. Turn to the Suggested Responses on pages 168 and 169, and ask your home



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

with your home instructor. Read silently for the next 15 minutes. When you are done, discuss what you read

People Don't Always Agree

You have learned that there are many different communities and countries around the world. You have also found out that most countries have laws so that people can live together peacefully.

upon. Do you remember the story "The Day They Saved Her Majesty"? The town's mayor wanted to cut down the tree. The children and some of the townspeople did not want the tree cut down. The children didn't agree with the mayor's plan. Even though there are laws, there are still many things that people don't agree

In the story, the children spoke to the mayor to tell why they did not want the tree cut down. Since many townspeople agreed with the children and they gave good reasons for saving the tree, the mayor changed his mind.

Imagine that a family is going on a holiday. Jyoti, her brother, and her mom want to go to the beach. Jyoti's stepdad and her sister want to go to the mountains.



12. How could the family solve this disagreement?

200

The student will discuss how family disagreements are handled.

democratic: when decisions are made by following the majority vote; that is, doing what most of the people want

democracy: a system of government where the people choose their own leaders
All citizens have an equal right to vote for a representative.

elect: to choose a person by voting

If the student is involved in any groups that elect positions, review and discuss the process. Explain how the elected people make decisions but may come back to the voters when making some decisions.

Assist the student with locating the Suggested Responses and checking the completed work.

Have you ever had a disagreement in your family? What was it about? How did your family settle the disagreement? Tell your home instructor.

Disagreements can be solved in different ways. Some families may vote to decide. The solution with the most votes is the one the family follows. When people vote to make decisions, they are solving the problem democratically.



Some families may let the oldest, wisest, or most powerful person make the decision.

the decision. disagree, the problem may be solved by voting or by allowing someone to make Communities and countries make decisions in the same ways. When people

The word democracy means "rule of the people." A country or group that solves decisions by voting is called a democracy.

The people who are chosen make decisions for those who voted for them. every decision, so a few people are chosen or elected to make the decisions When groups are very large, it would take too much time for people to vote on

13. What does democracy mean?

to help you check your work Turn to the Suggested Responses on page 169 and ask your home instructor



Rewrite and Illustrate



Take out Super Senses!

Turn to pages 66 and 67 again. Look at the poems and illustrations.

You will edit, rewrite, and cut out your poem. Then you will make an illustration for your poem and paste your poem on it so it looks like the poems in Super Senses!



You will need several sheets of unlined paper, a sheet of interlined paper, glue, watercolour paints, and brushes.

Edit Your Poem

Look back to the poem you wrote earlier today. Read through the poem. Did you create clear images? Did you use sensory words? Did you use a comparison? Is your spelling correct? Did you use the correct punctuation?

Change anything you need to change. Make up a title for your poem.

Rewrite Your Poem

Rewrite your poem in handwriting on a sheet of interlined paper. Leave a space between each verse. Cut around the outside of your poem to make a rounded rectangle.

My Poem

Paint an Illustration for Your Poem

Use unlined scrap paper. Try the following activities: Before you begin your painting, spend some time experimenting with the paints.

- Try to make some colours as bright as possible. Use only a small amount of water and rub your brush across the paint several times
- Try to make other colours very light and faint. Use more water and rub the brush lightly over the paint
- Try mixing the colours to make lighter shades. Can you use white with other colours to create pink, grey, light blue, pale green, and other pale shades?
- Try mixing colours to make darker shades. Can you use black with other colours to create dark, smoky shades?

Think about your illustration. What would you like to show in the illustration? What mood do you want to create? Will you use bright colours or pale shades? How will you mix the colours? Where will you place your poem? Sketch your illustration lightly on your paper with a pencil or with a light colour of paint.

When you are ready, paint the illustration for your poem

When the illustration is dry, glue your poem onto it. Try not to cover up the most important parts of the illustration. You will send the poem and painting to your teacher today.





Go to Assignment Booklet 7B. Complete your Student Learning Log.

You have done some interesting work in Module 7. Take some time to select one or two pieces of work to share with a friend or family member.

Story Time

What is your home instructor reading to you today? Find a comfortable spot, relax, and enjoy the story.

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 7B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 7B to the teacher.

Looking Back

You have finished Module 7. What activities were the most fun in this part of the module? How did your poem and illustration turn out?



Journal Entry

Glossary

democracy: a system of government where the people choose their own leaders All citizens have an equal right to vote for a representative.

democratic: when decisions are made by following the majority vote; that is, doing what most of the people want

elect: to choose a person by voting

Suggested Responses

- 1. Kyle probably remembers because he burned himself quite badly and couldn't open his birthday presents.
- how Kyle repeated, "Don't touch!" in the poem. Repetition is a good way to 2. Answers will vary. You are expressing an opinion. You may have noticed emphasize or draw attention to something of importance.
- 3. He may have had an experience with a skunk or knew someone who did.
- 4. seeing, smelling
- 5. Tomato juice is supposed to help remove the skunk smell.

67

- 6. You should have written one or two sentences describing a tomato-juice bath. because you can't see through it, it might look shiny as it reflects light. from tomatoes, such as spaghetti sauce or salsa. The juice is orange-red, and, than water. Tomato juice smells like fresh tomatoes or like something made You may have written that the tomato juice might feel cold or that it is thicker
- 7. The poem "Icicles" tells about winter.
- <u>,</u> You should have identified your favourite season: spring, summer, winter, or fall. Fall is also called autumn.
- 9 You should have completed the sentence to tell about an experience from the season that was chosen in question 8.
- 10. You should have named an object, animal, or person that was involved in the experience that you mentioned in question 9.
- 11. When a single consonant comes between two vowels in a word, the word is usually divided before the consonant if the first vowel is long.

| Page 172 | | |
|----------|--|--|
| | 2. fro-zen 4. co-zy 6. po-lice-man 8. po-ny 10. la-zy 12. ba-sic | 14. music 16. frozen 18. spider 20. cozy |
| Phonics | 1. pa-per 3. li-lac 5. mu-sic 7. spi-der 9. so-fa 11. gro-cer | 13. policeman 15. pony 17. lilac 19. sofa |

- someone else to decide for them, or they could brainstorm a holiday everyone 12. You may have said they could vote, a parent could decide, they could ask could agree on.
- 13. Democracy means rule of the people or a system of government where the people choose their own leaders.

Image Credits

following noted exceptions: All images in this lesson were created by or for Alberta Education with the

- Photodisc/Getty Images © 2005–2006 www.clipart.com
- Photodisc/Getty Images
- © 2003-2004 www.clipart.com

- 154 156 156 159 160 161 162 165 Photodisc/Getty Images
 Eyewire/Getty Images
 Photodisc/Getty Images
 © 2003–2004 www.clipart.com
- Photodisc/Getty Images © 2003–2004 www.clipart.com

Module Summary

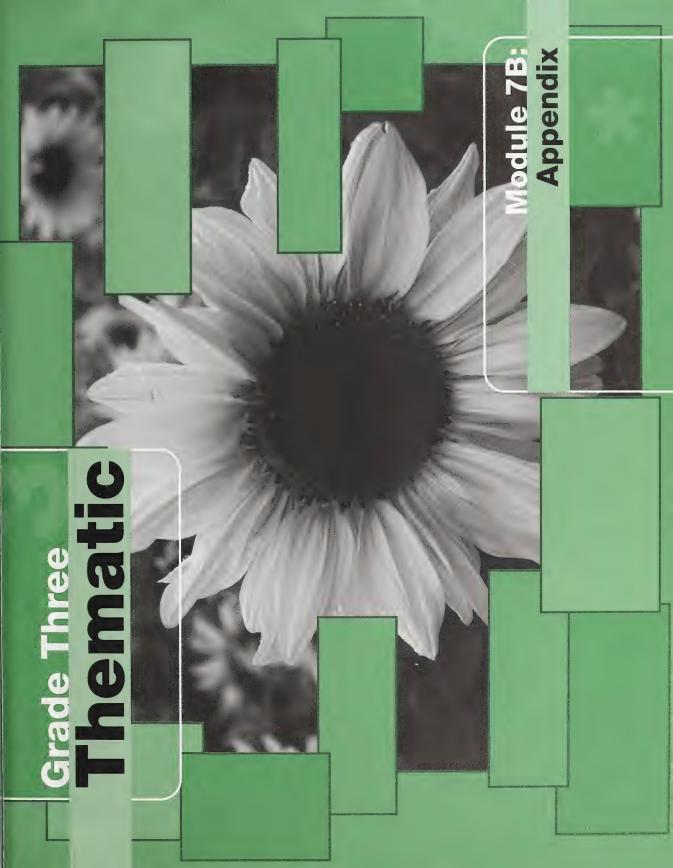
You deserve a bouquet! You've completed another module! In this module you learned many things about Ghana, Egypt, Senegal, Italy, and Mexico.

You also learned

- about the sense of taste
- how taste, smell, and sight are related
- how to follow written and spoken directions
- about world peace and world groups
- about democracy









Taste Test Record Sheet 1

| Description of Jellybean Flavour Without Sight | | | |
|---|--|--|--|
| Description of Jellybean Flavour with Sight | | | |
| Jellybean Colour | | | |

Taste Test Record Sheet 2

| | | | Jellybean Colour |
|--|--|--|---|
| | | | Description of Jellybean Flavour with Sight |
| | | | Description of Jellybean Flavour Without Sight |

Taste Test Record Sheet 3

| Description of Jellybean Flavour Without Sight | | | |
|---|--|--|--|
| Description of Jellybean Flavour with Sight | | | |
| Jellybean Colour | | | |

Taste Test Record Sheet 4

| | | | Jellybean Colour |
|--|--|--|---|
| | | | Description of Jellybean Flavour with Sight |
| | | | Description of Jellybean Flavour Without Sight |

Taste Test Record Sheet 5

| Description of Jellybean Flavour Without Sight | | |
|---|--|--|
| Description of Jellybean Flavour with Sight | | |
| Jellybean Colour | | |

Name:

anyone make mistakes when they couldn't see the colour of the jellybean? Which colours did people mix up most Look carefully at your results. Tell what happened. Were some people better at telling flavours than others? Did often?



| Ingredients: | Instructions: | |
|--------------|---------------|--|



